

AMERICAN CENTER FOR INTERNATIONAL LABOR SOLIDARITY

SOLIDARITY CENTER

**PROGRAM OF ASSISTANCE TO
THE EGYPTIAN TRADE UNION FEDERATION (ETUF)**

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FINAL REPORT

For the Period: October 1, 2001 - June 30, 2003

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EXECUTIVE SUMMARY

One thing grant managers and donor agency program officers all dread is closing out a grant like driving a vehicle 90 miles an hours off a cliff, not taking the time to reduce operations in such a way that all participants feel they have arrived at a destination and can safely get out of the car. While the Egyptian trade union partner organizations were informed about the closeout dates, they found it hard to adjust to the fact that the end of the journey had come on 30 June, 2003. Fortunately, some limited funding has been secured to maintain the Solidarity Center office in Cairo and to continue some programming efforts.

During the 21 months ending 30 June 2003, SC found itself cruising at full speed in two of the three program areas covered by the Program of Assistance to the Egyptian Trade Union Federation (ETUF) grant—Women/Gender Equity and Child Labor. In the last three months of grant operation, SC and its partner ETUF conducted 50 seminars, workshops, courses, and field days attended by 1,154 participants.

This rush to implement program activities was the direct result of two major causes. The first was the fact that SC had less than the full 24 months initially planned for the grant. SC made up for lost time by accelerating activities during the 18 months of the grant as well as during the 3-month, no cost extension. A second, more important factor was the success of the grant in its early stages. In each of the three areas that maintained their momentum to the end of the grant—in fact, to the time of this writing—success led to success. Divisions of ETUF heard about one or another women/gender equity activities and wanted to have their members benefit from a similar program. Sharkeya Governorate heard about the child labor program in Fayoum Governorate and was impatient to confer with SC/ETUF about starting its own. Communities within Sharkeya learning about the child labor activities in another community wanted to be included to derive its benefits. Trainers who had the benefit of intensified SC/ETUF training in participatory methods decided to train other staff members in the centers or institutes from which they came. A third factor lay in SC's being able to obtain additional financial support to continue some of the grant program components (virtually the same components) beyond 30 June 2003.

As a result of this exceptionally high level of program activity, right up through the last days of the grant, SC and its partner ETUF conducted far more activities than targeted in the grant proposal. As can be clearly seen in the table on the next page, SC/ETUF conducted seminars and follow up sessions attended by more participants in every area of program activity stipulated in the original grant proposal.

SC/ETUF's accomplishments are not to be measured in terms of level of effort. On the contrary, it was the large effort that produced significant accomplishments. First, in the area of child labor, SC/ETUF sponsored activities generated a high level of awareness and concern about the evils of the worst form of child labor as well as the impact such labor has on Egypt's trading position. One evaluator credited SC's level of awareness creation and advocacy on this topic with the Government of Egypt's signing the ILO Convention 182—Elimination of the Worst Forms of Child Labor in 2002. SC also provided technical assistant to ETUF in drafting ETUF's new child labor policy statement. SC's efforts were instrumental in helping the Women's Secretariat of

ETUF to adopt the new policy statement. In one governorate, SC sponsored child labor and anti-sweatshop activities resulted in more than 100 children, who had been working full time and not going to school, enrolling in school or in classes to get them ready to register for regular school. In addition, at the encouragement and assistance of the child labor committees in various villages, more than forty parents have enrolled in literacy classes. Numerous income-generating projects—usually some form of animal (chickens, pigeons, or goats) production have been initiated to supplement family income lost when children stopped working.¹ SC staff ability and willingness to work in the field at the local level and to follow up faithfully also contributed to these outcomes.

Achievement of Targets in Various Program Areas				
	Targets		Actual	
	Seminars and Follow Up Sessions	Participants	Seminars and Follow Up Sessions	Participants
Child Labor	113	2650	142	4085
Gender Equity	11	280	25	1120
Workers University				
Strategy Planning	11	220	18	359
Economic Literacy	11	220	19	446
Capacity Building	15	360	10	27
WU Subtotal	36	800	47	832
Grand total	161	3730	214	6037

Women/Gender Equity activities promoting women’s rights and leadership spanned all levels of the union organization from union committees at the enterprise level, to affiliate union officers, to national committees of ETUF, to—in one case—an international conference involving women union leaders from thirteen Arabic speaking countries.

Efforts at the Workers’ University (WU) likewise had concrete, positive outcomes. The overarching theme of the several types of efforts that institution was/is “capacity building.”—enabling the university as an institution and its staff to perform their functions better. SC eschewed the notion that WU was an ivory tower. Instead SC’s support of the WU was based on the conviction that the WU would be agent/agency for social change. Its staff, numbering close to 1,700, and its organizational structure—7 institutes and 58 workers centers scattered in every major city in Egypt—could be used to mobilize union committees at the factory level and the leadership of ETUF’s various affiliates in the governorate capitals to promote union and workers participation in Egypt’s transition. SC and ETUF agreed that the first step in that effort would be to train a cadre of facilitators who could use participatory training methodologies to inform

¹ These figures are from Sharkeya province alone. The Sharkeya governorate level and village level child labor councils were the most active and most successful of the five governorates where the child labor program was active.

unions and their members about Egypt's economy, its privatization program, and its involvement in a global economy. That cadre also would enable union leaders to decide what unions could and should do to participate in Egypt's transition and to develop specific action programs they could follow to increase union participation. The use of strategic planning approaches put the training into action plans at the local level.

In addition to producing a strategic planning module for use at the Workers' University, SC supervised the development of two curricula. One was an eleven-unit program covering Egypt's privatization. SC resource staff designed, tested, and published both an instructors' manual and a resource handbook that all WU instructors can use to train union members and leadership concerning basic economics, globalization, world trade, international finances, privatization, and what unions can do to become involved and to protect their interests. Twenty-seven WU staff received training in participatory methodology. This cadre now serves as the staff that will cascade both the content and methods of the economic literacy curriculum throughout Egypt. As noted in the above table, so far 47 seminars and workshops were organized and conducted. Eight hundred and thirty two union leaders participated in those workshops in more than a dozen governorate capitals around Egypt.

A second curriculum focused on enabling illiterate workers to understand the same topics covered by the economic education program just described. It differed from the former in that it was designed to be used with individuals who cannot read or write and to serve as a mechanism for both understanding and participating in the economy as well as learning how to read and write. This curriculum will be used by WU's literacy department in over 50 sites around Egypt where it will conduct literacy training in the 2003-2004 school year.

SC likewise developed a strategic planning curriculum and trained WU staff in its use. The purpose of the curriculum is to enable union leaders to put their knowledge and enthusiasm to work in building the labor movement and Egypt's economy. The planning methodology, adapted from that of the Institute of Cultural Affairs, creates a practical vision of the future, identifies contradictions, establishes new directions to overcome the constraints and prioritizes activities into 90-day time lines and one year plans. Eighteen workshops kicked off this aspect of the program which is still being implemented by the WU itself after June 30, 2003.

It is the belief of SC and its partners in Egypt that the program described in this report has made a positive and significant difference in preparing workers and their unions to play a more dynamic role in the changing Egyptian economy, particularly in the establishment of a favorable environment for trade and development. The three basic program benchmarks have been met in the areas of understanding Egypt's economy, child labor and gender. The ETUF, its WEA and the WU have become familiar with the importance of not only training union leaders but in providing them with the tools necessary to develop and implement plans at the local level. According to a senior ETUF official "such activities assist us in designing ETUF policies on child labor and economic issues".

SC wants to thank the institutions and people who supported it and its endeavors the past 21 months. First among these is ETUF itself. ETUF's full participation as a partner in all the

activities under this grant has been essential for the success those activities have achieved. SC would like to thank specifically ETUF's leadership, its president and the chair of the women's committee, for their kind support and sage advice.

SC also must thank USAID for its support, not just for this grant but for all the financial and technical assistance USAID has provided over the past quarter of a century. If anyone can claim credit for helping Egyptian trade unions develop into the free trade movement envisioned, it is USAID and its staff for their steadfast support.

Although this report relates activities and accomplishments having to do primarily with activities undertaken under the USAID grant, SC would be remiss if it did not thank the other agencies that supported closely related and complementary activities. First among these is the International Labor Organization, including the International Program on the Elimination of Child Labor grant to support SC/ETUF's child labor campaign. Similarly, SC would like to thank the National Endowment for Democracy and the Bureau of Democracy Human Rights and Labor Affairs -- U.S. Department of State -- for timely support of an anti-sweatshop program and for resource people who contributed to the development of respective curricula and undertook various training of trainer workshops.

INTRODUCTION

Solidarity Center Center/AFL-CIO is honored to have completed over 30 years of productive partnership with the Egyptian Trade Union Federation (ETUF), and its 25th year of partnership with USAID/Egypt. As it looks back on the accomplishments of over a quarter of a century, it notes with gratitude USAID's faithful support of the Center and ETUF's joint efforts to develop a free and democratic labor movement in Egypt. It invites USAID to share the satisfaction of accomplishments and to anticipate the good things to come.

An AFL-CIO affiliate, the International Lady Garment Workers' Union (ILGWU) began the effort in Egypt by establishing working relations with their counterpart, the General Textile Workers' Union of Egypt. ETUF was taken a bit by surprise and did not quite know how to respond to the presence of the American labor movement. However, with customary Egyptian grace and hospitality, ETUF welcomed the presence of a Solidarity Center representative. The first several years of Solidarity Center's presence was marked mostly by the two partners feeling their way to a mutual understanding of how they would work together.

By the middle of the 80s the major features of a conventional technical assistance program were in place. Solidarity Center would focus on technical assistant to ETUF's central institutions, primarily the Workers Education Association and the Workers University. Support would come in the form of short-term technical advisers, development of curriculum and materials, training of instructors, and, to a limited degree, procurement of vehicles, equipment and supplies. The program also included sending over 50 Egyptian union leaders and instructors to the U.S. for short-term training.

The 1990s saw a flourish of technical program activity—ten years of institutional capacity building, technical assistance, extensive staff training, organizational development, and hefty procurement of equipment and supplies in support of the Workers University. Through a sub-grant to what is today the International Construction Institute, the Vocational Training Center (VTC) was established, and has the reputation of being perhaps the best in Egypt. Although the level of program activity increased in the 1990s, Solidarity Center's program activities in Egypt were focused primarily in Cairo at the Workers' University. Funding came from a single source, USAID/Egypt. Solidarity Center and ETUF worked largely alone with primarily pro forma coordination with other agencies.

The first three years of the new millennium have been very different.

While maintaining support for ETUF's educational institutions, the two partners have shifted focus to policy setting efforts to support awareness creation, implementation of related action plans and the implementation of the laws. Particular focus was on enhancing the role of ETUF in the passing of Egypt's new labor legislation and the ratification of ILO Convention No. 182. These efforts were backed up and made more meaningful by grass roots activities outside Cairo. Governorate and village level activities make up the majority of Solidarity Center activities. Solidarity Center staff now routinely and frequently work with union leadership, union members,

community leaders, government representatives, and citizens of towns and villages in 13 governorates. There they conduct publicity campaigns and training seminars, facilitate strategic planning events and create action plans which unions and communities implement to deal with privatization issues, to promote greater participation by women in their unions and to fight child labor and its underlying causes. Frequent follow-up visits by ETUF and Solidarity Center personnel provide limited support, a lot of moral encouragement, and some oversight for accountability purposes. The successful implementation of substantive policies and action oriented plans at the local and governorate level feed the ETUF with fresh ideas, and establishes its credibility to campaign for additional policy changes. The ETUF/Solidarity Center, for example, fought for the anti-child labor provisions found in the Declaration on Fundamental Principles and Rights at Work. Egypt's trade union movement then went further with an effort to implement the principles at the district and local levels.

Another major change has been the diversification of Solidarity Center's cooperation with ETUF. Whereas prior programs were in a limited number of topical areas—labor union leadership training, educational institutional development, vocational training— for the past three years, the Solidarity Center and ETUF have added project activities in a number of different topical areas. The largest of these over the past 21 months has been child labor.

The shift to policy setting supported by grass roots activities outside Cairo and the diversification of program initiatives were the direct product of major changes within the ETUF structures. Principal among these was a massive turnover of local union leadership in December 2001. In elections that have been widely acknowledged as one of the most dramatic examples of operational democracy in Egypt, union members voted out 70 percent of their leadership at the plant level. Underlying this ouster of the old leadership was an almost universal dissatisfaction concerning the old leadership in the face of Egypt's new economic developments. Union members did not believe that the old leadership was adequately informed and sufficiently prepared to cope with the challenges of globalization and privatization.

In the aftermath of the December 2001 elections, thousands of new union committee members faced responsibilities for which they had not been properly prepared. Out of this need Solidarity Center worked with ETUF to fashion a programmatic response. That response was the diversified policy setting and grass roots level program described in this report. Such activities are again preparing for another round of policy setting efforts by workers and their leaders that support positive democratic participation in building Egypt's economic and social fabric.

As Solidarity Center diversified its program it also began to work with more partners. It continued its regular contacts and working relationship with the Ministry of Manpower that plays a major role in Solidarity Center-ETUF's child labor and anti-sweatshop programs. Working with Ministry of Manpower and ETUF, the Solidarity Center implemented an anti-sweatshop program in five governorates. Over the past six months Solidarity Center has seen these efforts take hold as local leadership has taken advantage of Solidarity Center's initial support to truly assume ownership of the program. The ministry and the minister also strongly support Solidarity Center's overall program and its outreach to remote areas.

Solidarity Center also began working more closely with the International Labor Organization, implementing its International Program on the Elimination of Child Labor.

Solidarity Center for many years was totally dependent on USAID funding. While USAID has remained Solidarity Center's primary funder during the past 21 months, the Center has succeeded in obtaining 15 percent of its funding from other sources including the National Endowment for Democracy, IPEC, and the Bureau of Democracy Human Rights and Labor Affairs of the U.S. Department of State. All of the additional funding has complemented the activities of the USAID/Egypt grant.

Looking back on these many changes, Solidarity Center is grateful, proud, and optimistic. Grateful for the institutional support and funding it has received from its many supporters. Proud of its ability to respond to program opportunities and its accomplishments. Optimistic that the changes of the past 21 months portend a bright future for the continued development of democratic unions in Egypt.

SUMMARY OF PROGRAM ACTIVITIES

Level of Program Activity

The program activities described in this report were funded mostly by a grant from the United States Agency for International Development/Egypt (USAID) to the Solidarity Center (SC). The original completion date for this grant was March 31, 2003. SC asked for and obtained a three-month, no-cost extension through June 30, 2003. In the 21 months of the grant SC prepared staff and provided resource people, or otherwise supported 214 activities. An average of approximately 10 workshops, seminars, conferences, follow up or other form of program activities were conducted each month for the 21-month period of the grant. The shortest of these were one-day programs. The longest were ten-day workshops. The model length was four days.

Needless to say, these were not evenly distributed across the grant. Preparatory work during the first six months set the stage for accelerated activities in the last 15 months. At the peak, SC sponsored and conducted 20 activities a month. Nearly 6,000 participants (2,658 men and 3,379 women) attended these activities where they received 13,320 person-days of instruction.²

This extraordinary level of activity was in large part the result of SC's partners' flexibility and willingness to respond to opportunities as they arose and SC's ability to do the same. Initiatives of one type—say, a child labor campaign to create widespread awareness of the worst forms of child labor and Egypt's commitment to eradicate that kind of exploitation—identified the need and opportunity for expanded activity—for example, an anti-child labor campaign working at the village level to create economic options for parents so their children did not have to work and could return to school. As word of SC's work spread from one Governorate to another, SC and its partners received requests to undertake the same or similar activity in other venues. In the end, SC and its partners ended up operating in 13 different governorates.

Table 1. —Level of Grant Activity Through 30 June 2003 on the following page contains information about the number of activities in each of three activity areas, the number of women and men participants in each area, and the person-days of instruction involved.

Achievement of Program Targets

The grant proposal specified the number of seminars and follow up sessions the Workers' Education Association (WEA) with Solidarity support would conduct as well as the number of participants in three program areas: child labor, women/gender equity, and Egypt's economy. The economic education activities of the Center were in support of building a strong and equitable economy with the informed support of workers. This aspect of the program was implemented at the Workers' University and had three components—economic literacy, strategic

² Detailed descriptions of selected activities accompany this report. Written evaluations of the workshops are available from SC.

planning, and capacity building. The second and third columns of the table below summarize the activities implemented in these respective areas.

Table 1.--Level of Grant Activity Through 30 June 2003

Type of Activity	Number of Activities	Men	Women	Total Participants	Days of Instruction	Person-Days of Instruction
Child Labor	142	1401	2684	4085	169	5175
Women/Gender Equity	25	499	621	1120	101	4624
Workers' University						
Strategic Planning	18	341	18	315	57	1324
Economic Literacy	19	395	51	446	73	1765
Capacity Building	10	22	5	27	45	728
TOTALS	214	2658	3379	6037	445	13616

This table reports only those activities conducted with direct SC sponsorship. Not included are the hundreds of courses offered at one of the Workers' Education Association's 58 workers' centers. At the centers, scores of instructors were trained with the support of USAID-financed Solidarity Center programs. Topics included units on child labor, core labor standards, women-gender equity and economic literacy in one, two and three-day courses they offer to literally thousands of union members each month.

The grant originally intended to conduct the largest number of seminars and follow up sessions and participants in the area of child labor. In fact, that was the case. SC/ETUF conducted 142 seminars and follow-up sessions, exceeding its original target by 25 percent. Four thousand and eight-five labor union leaders, government officials, and community leaders attended these workshops. Momentum grew such that more than half again as many people were involved as originally thought possible.³

The Gender-Equity program accomplishments exceeded by far its original targets. Solidarity Center/WEA conducted more than twice the number of seminars and follow up sessions than originally targeted. Four times the targeted number of participants attended those sessions.

It was projected that 37 training activities would take place for 800 participants in the three areas of emphasis at the Workers' University. SC and its partners organized and conducted that many

³ SC was able to finance this increased level of program activity largely because of the change in the exchange rate of the Egyptian pound. Additional child labor funding was also obtained from ILO-IPEC.

and more workshops attended by slightly more than the originally envisioned number of labor union leaders.

What are not included in the reported figures are the hundreds of one-, two-, and three-day courses offered to union committee members at the WEA's 58 workers' centers. Instructors prepared in one or more of the seminars and follow up-sessions conducted with Solidarity Center sponsorship included child labor, women/gender, core labor standards, and economic literacy units in those courses. In this way literally thousands of union members and other workers received instruction they would not have received without the support of this grant.

In addition to the above activities, this report also describes training conducted at the Vocational Training Center (VTC) through a sub-grant to the International Construction Institute (ICI). The vocational training activities were also completed by June 30, 2003. ICI's report covering grant activity at the VTC is attached and made part of this report.

DESCRIPTION OF PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

1. Child Labor

The achievements of the program were both in the areas of policy setting and in demonstrating that permanent, self-sufficient trade union structures in Egypt can be used as one of the most effective vehicles to fight child labor at the national level, as well as at the governorate, village and family levels.

At the national level, SC helped formulate ETUF's child labor policy. With SC technical assistance ETUF drafted, disseminated, and debated an updated child labor policy. Although it has not yet been formally passed by the all ETUF structures, the Women's Secretariat of ETUF has adopted it. The text follows:

1. The official position of the Egyptian Trade Union Federation (ETUF) is in favor of the elimination of the worst forms child labor.
2. ETUF will continue to develop a working five-year plan to take children out of the worst forms of child labor. A long-term objective is to enroll the children in local schools within the next fifteen years.
3. The Secretariat for Women and Children, in conjunction with the Child Labor Committees, primarily focus on the agricultural sector.
4. ETUF officially supported ratification of International Labor Organization (ILO) Convention 182 and 138.
5. The official policy of ETUF is to improve the working conditions of children who are working legally.
6. The Child Labor Committees of ETUF are not provided with direct assistance for families. Their mission is to inform, motivate, and raise awareness and to do grassroots training.
7. The General Trade Union for Agricultural Workers will continue to allocate funds to families according to surveys that will be conducted in various regions of the country.
8. ETUF, its structures and the Child Labor Committees are to look for alternative sources of funding to assist in child labor activities.
9. ETUF supported the decision of the Minister of Agriculture to officially cancel the 1965 ministerial decree that obligated each family to send a child to pick cotton worms. Approximately 1,250,000 children were reportedly working in this activity.
10. Emphasis is placed on opening literacy classes for young women; the hope is that these classes will be combined with workshops that will bring together both men and women.
11. ETUF collaborates with other organizations to combat child labor. These include the NCCM, IPEC the Employers Federation, Solidarity Center and Alliance for Arab Women.

12. ETUF works in conjunction with the governorates to make the villagers more aware of eco-friendly services, such as clearing sewage. Environmental and health services are emphasized in relation to dealing with child labor.

At the national level as well, ETUF personalities were instrumental in moving the government to ratify ILO Convention No. 182. In signing Convention No. 182 Egypt agreed to prohibit and eliminate any form of child labor that harms the health, safety, or morals of children. Egypt ratified this convention⁴ and provided a policy foundation that SC could use to further promote efforts to eliminate the “worst forms of child labor.”

An evaluation Report prepared for SC/USAID in September 2002 had the following to say about the child labor activities:

“SC’s activities in the area of child labor are extremely timely. Egypt has recently ratified ILO Convention 182, aimed at eliminating the worst forms of child labor. The SC staff has a sound basis for its belief that its child labor activities and conferences contributed greatly in gaining support for its ratification. In Egypt, elimination of the worst forms of child labor generally involves removing children from work which is dangerous or interferes with their education, particularly in rural areas.”

At the governorate level, the child labor committees obtained the support of the governors, and brought together government officials from the relevant ministries to promote the fight against child labor. Efforts in each target area included awareness creation days with the presence of prominent personalities. This made the village level work attractive to the members of the child labor committees that included trade union leaders, government officials, village leaders, medical doctors, teachers, other activists and the children themselves.

The ETUF/SC child labor program has resulted in policy setting and grassroots successes in the fight against child labor. A major result has been the creation of awareness that the worst forms of child labor are not acceptable in Egypt. ETUF has collaborated closely with the Government of Egypt, the National Council for Childhood and Motherhood (NCCM), the ILO and, to a lesser extent, employers to alleviate child labor abuses. At a child labor workshop held in October, the Minister of Manpower informed the participants that his Ministry and the IPEC Child Labor Steering Committee is appreciative of the ETUF/SC efforts in the governorates, and that the Committee is being approached for additional funds to implement the project. This announcement by the Minister of Manpower was widely covered by the local press. ETUF is confident that it has become a key player in Egypt with regard to combating child labor, and it has taken the lead position in the media in championing the fight against child labor.

In the Shura Council, the head of the ETUF Women’s Secretariat, Aisha Abdl Hady, was given the responsibility of making presentations to members of the Council on ILO Convention 182

⁴ Egypt has ratified all 10 fundamental ILO Conventions that underpin ILO’s “core labor” standards. The international core labor standards have become the reference point for discussing economic progress and promoting fair trade.

against the worst forms of child labor. During the period, she also became a nominated member of the Political Office of the National Democratic Party. In this position she was called upon to make presentations on child labor as it related to poverty and population increases. At the Eighth Conference of the NDP, she made such a presentation in front of the First Lady, and in September she also had meetings with the First Lady concerning the organization of a high-level child labor conference. Aisha Abdl Hady also speaks at workshops on population issues, and uses such occasions to raise awareness about the importance of confronting child labor. The ETUF/SC child labor program has provided the head of the Women's Secretariat and others at ETUF and its affiliates with the experience and practical expertise to help promote the eradication of the worst forms of child labor.

Through child labor committees established at various levels under the program, children have been taken out of the worst forms of child labor and others have been returned to school or a learning environment. Others have continued to work but are working under safer conditions. Detailed statistics on these children are being compiled by the community child labor committees (CCLCs) and the ETUF. The program has been successful in helping the effort to create awareness about child labor issues, particularly the worst forms. As a result of the program there is a greater understanding of the labor legislation regarding child labor, and the CCLCs have become more familiar with the services provided by the Government of Egypt and by NGOs. One of the most successful CCLCs has been that of Sharkeya which has achieved outstanding results. In July, 2003 the people of Sharkeya will conduct an awareness creation event where personalities from throughout Egypt will gather to study approaches that work.

The CCLCs have been established on what is intended to be a self-sustaining basis and are helping with the exchange of child labor information to and from families within villages. Each village has a plan of activities to deal with child labor issues and the reduction of poverty, which is an underlying cause of child labor. The activities at the village level have enabled families and working children to become more aware of possibilities to reduce the harmful effects of child labor and to help return children to a learning environment.

Child labor programs were undertaken in Sharkeya, Menoufia, Alexandria, Beheira, Fayoum, and Kafr El Sheikh governorates. The best results came from the governorates of Sharkeya, Menoufia, Alexandria and Beheira. Results to date in Kafr El Sheikh and Fayoum have been less than expected.

Although the governorates of Kena and Aswan were not included in the child labor project, members of the ETUF Women's Secretariat are actively promoting the idea as part of their strategic planning activities. A governorate level child labor committee has been put in place and workshops in Kena and Aswan were conducted in January 2003. This is an example of the ETUF making use of its own structures and resources to expand an activity that has been supported by the Solidarity Center. Due to its activities in the field, ETUF has also been able to secure resources from the Alliance for Arab Women to conduct a series of seven workshops on women and child labor.

By June 30, 2003 the child labor activities were taking place in seven governorates: Menoufia, Sharkeya, Kafr el Sheikh, Alexandria, Fayoum, Beheira and Kena. In addition to the governorate child labor committees, 32 village-based committees had been established, and were working to various degrees to deal with child labor and related issues.

Even though the USAID/SC funding came to an end on June 30, 2003, the child labor activities continue to be implemented at the various levels. Funding from IPEC to the ETUF/SC program continues through August 2003, and funds from the ETUF structures continue to support activities. In addition, several governorate and village level child labor committees are conducting successful fund raising activities that generate income to combat child labor through small-scale economic activities, literacy training and the direct payment of school expenses.

Child labor activities conducted during the grant period also provided the Center with an opportunity of developing a closer dialogue with the Ministry of Manpower regarding child labor and related issues. The most important related development concerns the design and implementation of an anti-sweatshop program based on the promotion and enforcement of the ILO Core Labor Standards. This program includes the effort to eliminate the worst forms of child labor, and is funded by the Bureau of Democracy, Human Rights and Labor Affairs. The program comes to an end on September 30, and has been a good complement to the child labor activities, particularly in the 10th of Ramadan City where the focus was on child labor in industrial settings.

ILO-IPEC Director Dr. Amr Taha commended SC for “getting out of Cairo and into the field”. In June 2003, Dr. Amr Taha and a team of external evaluators conducted an evaluation of the Solidarity Center’s child labor program in Sharkeya, and stated that the child labor program of SC is of the highest quality and merits great consideration for replication in Egypt and elsewhere. The IPEC evaluators were particularly impressed with the comprehensive approach taken to involve all stakeholders in villages, and to base their child labor activities on the permanent trade union offices found in the villages.

As a result of the program, the Egyptian Trade Union Federation, the Workers Education Association and the Workers’ University have become aware of the various aspects of child labor, and its prevalence in Egypt. The program has helped extend and reinforce such awareness in the Ministry of Manpower and to various ministries located in the seven governorates. Such awareness has resulted in positive decisions regarding child labor. Before the program was implemented, there was a feeling of hopelessness in the labor movement regarding the child labor situation. It was basically a denial situation where people supported the official view that the worst forms of child labor did not exist in Egypt, and that children worked as part of the growing up process, primarily in agriculture. The project assisted in the effort to make Egyptians aware that the worst forms of child labor do exist in their country and that something could be done about it.

A lot more needs to be done but significant progress has been made in having policy makers aware of the problem, and that steps can be taken at all levels to deal with it. The child labor activities conducted under the project rest on permanent trade union structures, and are part of

union building activities. The activities are, to a degree, sustainable and replicable. As stated above, in Sharkeya, for example, it was decided to conduct another governorate level child labor awareness day in July, 2003, where the child labor committees came together to exchange ideas that work and to be congratulated for the efforts made. Representatives of the child labor committees in six additional governorates will participate in the activity. A book of child labor pictures and stories is being prepared to honor the people of Sharkeya and to promote best practices.

The child labor activities and approaches were usefully incorporated into the anti sweatshop, ILO Core Labor Standards program being conducted by Solidarity Center/ETUF. This tripartite program promotes the idea that the acceptance of the worst forms of child labor is a breach of one of the seven core labor conventions that apply to all countries that are members of the ILO. A series of over 30 workshops are being conducted in this program, which ends on December 30, 2003.

The child labor program has also been successful in the promotion of democratic participation in bottom-up development that has been focused on attacking the underlying causes of child labor, including poverty and illiteracy.

As a result of the positive ETUF/Government of Egypt/SC relationship during the grant period, the ETUF/SC child labor program has been expanded through a grant from the International Labor Organization's International Program for the Elimination of Child Labor (ILO-IPEC). As described more fully later in this report, the "anti-sweatshop/core labor standards" program of the Solidarity Center to promote ILO core labor standards in Egypt was begun in October 2002 and will be completed by December 2003. The ETUF/Workers' University along with the Ministry of Manpower support the implementation of the program. Funding from the Bureau of Democracy Human Rights and Labor Affairs (DRL) of the U.S. Department of State complements the Center's efforts in this program area.

2. Women-Gender Equity

During the 21-month reporting period, a total 1,120 participants (499 men and 621 women) attended 25 gender workshops. Participants came from most of the 23 national unions affiliated to ETUF and from the Women's Secretariat. Workshops covered leadership and strategic planning. The leadership workshops were intended to promote a greater involvement of women, particularly younger women, in their unions. The strategic planning seminars were aimed at developing a more focused approach to activities of the Secretariat, and to produce and follow up on specific plans at the local level. In addition, five facilitators from the Women's Secretariat received training in strategic planning at the training of trainers workshop held during April 7-11, 2002.

A very successful "Summer School" for women was held in October 2002, as was a "Regional Gender Workshop – Women and Globalization".

Progress is being made in the women/gender aspect of the program. Approximately seventy percent of the participants in the five workshops had not previously participated in a Solidarity Center workshop. The participants were younger in age and were eager to put their newfound skills to work. The older women referred to the younger leaders as the torchbearers carrying new ideas into the rapidly changing workplaces of Egypt. The training methodologies used in the women's workshops have also improved, and have become more participative in nature. The participants have become more aware of the provisions in labor and related legislation, social security, and they are more confident when conducting activities that make use of their persuasive skills with management and government. It is also important to note that the head of the Women's Secretariat participated throughout most of the 25 five-day workshops conducted during the reporting period.

The president of ETUF was present at the opening of the Kena and Alexandria workshops for women. The Minister of Manpower was also present at the Kena workshop. It is also important to note that the head of the Women's Secretariat of ETUF speaks on behalf of working women in the Shura Council. The programs of the Solidarity Center with ETUF have better prepared her to present these views based on the practical implementation of programs related to gender and child labor.

From December 15-19, 2002 the eleventh gender workshop funded under the grant was conducted for newly elected officers. It was a typical workshop with 35 participants of which the majority were female and younger union members. During the five-day workshop, the participants were introduced to the following topics that were intended to prepare them for an increased role for women in their trade unions: a) core labor standards, b) globalization and trade, c) population problems in Egypt, d) empowering women, e) use of the media, and f) new labor legislation and social security. The participants were motivated to make use of the information from these sessions in their trade union committee meetings at their places of employment, as well as during their day-to-day interaction with their co-workers and

management. The participants in this and other workshops were gathered together in groups that combined their training with action to be implemented at the local level.

ETUF's Secretary of Childhood and Motherhood was present for most of the workshops conducted under the grant, demonstrating to the participants that their work was important. After receiving information on the above topics, the participants were divided into groups that had been geographically invited to enable them to prepare action plans. Groups of participants left the workshop with plans that they made to further issues related to gender, union building and development. They proposed to open additional literacy classes in their workplaces, to become more vocal on issues important to women and to become more familiar with and to help enforce the new labor legislation. After 90 days follow-up visits examined the plans of the participants at local levels. Due to the more conservative nature of some of the rural areas, a more religiously based approach was, at times, utilized.

3. Workers' University

a. Strategic Planning

During the grant period, 18 strategic planning workshops and follow up activities were organized and conducted. Three hundred and fifty-nine trainers, union leaders, and union committee members participated. All but 18 were men.

The Solidarity Center considers this aspect of its program to be of great benefit to the instructors of the University and its umbrella organization, the Workers' Education Association because the training became results oriented. Participants are sent back to their workplaces to implement written plans which they made. These strategic planning methodologies are an important aspect of the efforts by the Solidarity Center to conduct action-oriented programs that make a difference at the local and national levels. The instructors at the university and the facilitators in child labor and gender workshops emphasize the importance of conducting follow-up activities. These are essential to monitor the achievements and constraints and to decide on activities to be implemented during the coming months.

The training of trainers' workshop in strategic planning took place during April 7-11, 2002 at the Workers' University for 20 participants. The participants included, twelve educators from the Workers' University, five child labor activists, five members of the Women's Secretariat, and three Solidarity Center staff. Two trainers led the course from the Institute of Cultural Affairs, one from the UK and the other from ICA/MENA. As a cross cutting theme in all programs of the Solidarity Center, this course was conducted to prepare additional facilitators to implement strategic planning workshops in the programs of the Center in Egypt. The Objectives of the course were to promote a more action-oriented program approach among Trade Unionists by:

1. Introducing participants to the concepts of facilitation and participation in the trade union context.
2. Training participants in an established method of participatory strategic planning.
3. Enabling the participants to apply and adapt the method in different situations and circumstances.

The workshop method was introduced as the main tool to be used in the strategic planning process. The method was demonstrated, the process explained, and the participants developed hands-on experience during the five-day course. The concept of strategic planning was introduced, and participants worked in groups to prepare for facilitating the first three stages of the process. Practical Vision, Underlying Contradictions and Strategic Directions. The workshop provided ample time for the participants to practice the various parts of the strategic planning process. Each of the groups (university, women and child labor) worked together in the latter part of the workshop to plan for the implementation of their activities. During the workshop the Workers' University made detailed plans to implement 15 strategic planning workshops from April through December 2002. The Egyptian economy and labor's response to the global changes were the general theme for the workshops.

The final day of the workshop focused on the application of the strategic planning process that had been introduced earlier in the week. Participants developed a checklist for facilitators to use in their preparation for any event involving strategic planning, looking at what needs to be done before, during and after the event to make sure that the participants have the best possible experience and to increase the likelihood of implementation. They were then able to apply this checklist to specific events that had been planned, and to present their ideas to the whole group.

As a result of the training, the participants obtained a better understanding of the concepts of facilitation and participation, they are better able to plan, facilitate and follow up strategic planning workshops, and have the ability to adapt and apply the basic methods in different situations and circumstances. The course also contributed to the development of a module on Participatory Strategic Planning training for use at the Workers' University. The module was produced in English and has been presented in Arabic to the University for modification and use in its activities and those of the WEA.

Constraints – The facilitators in the strategic planning workshops and participants in the workshops are mainly familiar with top down approaches. In such an approach, objectives are traditionally established, problems are identified, solutions are given and participants are expected to implement activities determined by experts or opinion makers. When conducting such conventional seminars, the participants are comfortable when someone comes from the outside and informs them what should be done to achieve agreed to objectives. This same comfort is lost when participants and facilitators are forced to identify actions to be implemented.

b. Economic Literacy and Capacity Building

Underlying this program component was the conviction that Egypt's new economic policy—privatization and integration into the global market place—would work only with the cooperation of an informed work force. The dismissal or early retirement of over one million workers under Egypt's privatization program along with a slowed down economy and widespread, increased poverty had left many workers disgruntled and the majority of union members opposed to further privatization.

Egypt's economic development would require involvement of an informed workforce that would be guaranteed a place at the table to protect its own interests. The means for providing this essential element of future economic growth would be a widespread educational program composed of various key elements—a curriculum itself, materials, a methodology, a core staff responsible for implementing the program, and a cadre of adequately prepared trainers who would conduct the training.

The curriculum would have to contain certain key elements: the concept of privatization, how a "free market economy" functions, the potential impact of privatization on various interest groups and how to assess those impacts, the advantages and disadvantages of privatizing various sectors, the various ways privatization of state owned enterprises occurs in Egypt, and what unions can do to protect their interests. Solidarity Center resource people worked with a core staff at the

Workers University to develop such a curriculum. Together they organized and conducted two, two-week long workshops (one in June/July 2002 and another in October 2002) at which the curriculum's content was reviewed and commented on by the trainers who would use the curriculum. The capacity building aspect of the grant resulted in the training of ten additional instructors at the Workers' Education Association and the Workers' University. These instructors were provided with training in methodology and content. With the assistance of more experienced instructors, they then conducted ten workshops on the role of workers and their unions in preparing Egypt for entry into the global economy.

The resource people then helped write an eleven unit *Facilitators' Instructional Manual* the WEA could use at the Workers University, at its seven Institutes, in its 58 Workers Centers, and in other venues.⁵ Each unit presents one of the key elements mentioned above. Many units include exercises requiring learners to devise action plans. And the final unit leads participants through an exercise to develop a one-year action plan participants will follow.⁶ The draft manual then was tested at another two-week workshop (March/April 2003) where WEA's trainers tried out the new material and then suggested revisions. In April the resource people prepared the latest draft of the manual for WEA distribution.

The manual was supplemented with a *Resource Handbook* containing additional material trainers could use to modify the units of the manual. For example, when organizing a workshop for affiliate union leaders, the trainers could select material from the handbook to enrich the presentations. The March/April 2003 workshop also critically reviewed the handbook and made recommendations that the SC resource people used to prepare a "latest revision."⁷

The manual and the handbook are very flexible and adaptable learning tools. Neither are bound. Both are presented in loose-leaf binders. This facilitates their being updated with newly written or obtained material. Outdated material likewise can be removed easily. The loose-leaf format also encourages trainers themselves to include material they find or prepare.

SC has a long-standing commitment to popular education based employing participatory techniques. So when it sought out resource people to develop the curriculum and materials and then train WEA staff in their use, it looked for individuals committed to that type of training. Two were found. One who resided in the US had over 20 years experience in designing similar curriculum materials and training trainers using participatory techniques. The other, a resident of Egypt, had more than 25 years developing education and training programs overseas. Together they integrated a core staff of four individuals selected by WEA to be responsible for the implementation of the economic education program.

⁵ Core staff and other trainers often are called to speak at meetings of affiliate unions or to conduct short workshops for these affiliates on privatization, globalization, and other economic issues.

⁶ The Table of Contents for this manual is included in the Appendices to this report.

⁷ The Resource Handbook Table of Contents is to be found in the Appendices of this report.

This core staff was composed of the dean of the WEA's International Affairs Institute, the head of its Trade Union Education Department, the director of the Benha Workers Center, and a staff person from WEA's Worker Center in Alexandria. From the beginning this foursome was involved in planning daily sessions and conducting end-of-the-day critiques for all the workshops. This foursome expanded their responsibilities during both the October 2002 and the March/April 2003 workshops. They presented units of the draft facilitators' manual and led the larger groups critique of units. It is safe to say that by the end of the third workshop in April 2003 the foursome truly "owned" the curriculum, the manual, and the handbook. They had played a major role in determining the content. They had willingly tried and then enthusiastically endorsed the participatory methods introduced by the SC resource people. They had provided crucial criticism of the material, criticism the resource people followed in revising all the material.

Originally the economic literacy component of this grant had envisioned expanding a cadre of 21 trained trainers to 31; 10 new trainers would receive training in the new material and participatory techniques. As things worked out, 11 new trainers received training. However, five of the original 21 lost. In the end, the program enabled 27 trainers to use the new curriculum/material and methodology.

The economic literacy initiative did not wait until the curriculum and material were "finalized" before this cadre of 27 trainers started to conduct economic literacy workshops and courses. Instead, the Center and WEA envisioned an ongoing effort in which material would be developed, field tested and modified at the same time new material would be developed and field tested. These partners envision this process continuing so that the WEA could move beyond the curriculum and material embodied in the current manual and handbook to cover other critical issues as they were identified.

This ongoing approach meant that immediately after the June/July 2002 workshop, the participants started to use the preliminary material they had received at the workshop. This occurred again after the October 2002 and the March/April 2003 workshops. As a result staff have conducted 17 economic literacy workshops for Egyptian unions in seven sites outside Cairo. In addition, Solidarity Center and WEA staff has conducted two international workshops—one for women union leaders from 13 Middle East countries and another for labor union leaders from five Middle East/North Africa countries. Altogether 446 elected labor union leaders have engaged in three- to five-day workshops covering a wide range of current economic issues.⁸

In addition to the "economic development workshops" just described, the WEA has used the economic literacy material in a wide range of courses offered at its 58 centers. The WEA regularly offers one-, two-, and three-day courses for union committee members.⁹ These courses

⁸ A complete list of Economic Literacy workshops is included in the Appendices of this report.

⁹ Union committee members are individuals elected to represent workers at the enterprise level. Each enterprise with more than 50 workers has the right/obligation to elect such a committee. There are approximately 2,200 union committees in Egypt with a total membership of over 20,000 individuals.

cover a wide range of topics including: collective bargaining, organizing, population education, employee stock ownership associations, gender issues and discrimination, child labor and core labor standards and economic issues such as privatization. As a matter of routine, the cadre of 27 trainers plus other trainers at centers throughout Egypt where these trainers are stationed, now include economic literacy units in these courses. As a result thousands of Egyptian union members have started the process of coming to understand Egypt's economic development and the role they can play in it. See details below.

One of the products of the workshops has been a strategic plan for economic literacy activities devised by the cadre of 27 trainers. It consists of a one-year plan and 90-day time line. The plan was divided into three parts; one for the Workers' University, the second for the Workers' Education Institute that provided specific training to middle level union leaders and the third part of the plan was for the "Workers' Centers" which conduct thousands of courses each year for rank and file union members and other workers. Accomplishments during the three-month period included the following:

Workers' University – (The University conducts the higher level trade union education seminars and workshops throughout Egypt for union leaders)

1. An instructors' manual and a resource handbook in Arabic to be used by the trainers was developed with the assistance of the Solidarity Center.
2. A Research Center at the Workers University has been started. It includes an "Information Center" with reference materials, books and Internet access. Trainers and WU students can use this facility. WEA staff from outside Cairo can submit research questions to this facility. They can use the materials and research findings to prepare their activities in economic education.
3. Computer and Internet Courses – Two such courses were conducted at the Workers' University. They included economic literacy subjects learned at the June/July training.
4. Quarterly Bulletin – This bulletin/newsletter is to include information on globalization, privatization and related matters. Little progress has been made in this area.

Workers' Education Institute – The WEI conducts middle level, specialized workshops, seminars and courses for union leaders and workers.

1. Economic Literacy Workshops – Nine workshops varying two to four days were conducted from July through September 2002 covering Egypt's economic development at the micro and macro levels.¹⁰ As part of their ongoing workers' education program, these workshops were entirely funded by the WEA. Solidarity

¹⁰ At the time of this writing, Solidarity does not yet have details on the number of economic literacy workshops, trade union education workshops, and women and privatization workshops the WEI conducted October 2002 through June 2003.

Center resource persons participated in some of these training activities, and made recommendations on methods and content regarding the economic education.

2. Trade Union Education Workshops – Twenty-four workshops were conducted during the three-month period. Making use of information and training methods learned during the June/July training of trainers course, economic literacy and privatization subjects were integrated into the workshops in a more professional manner.
3. Women and Privatization Workshops – Making use of their own financial and human resources, five workshops were conducted by the Workers' Education Institute in collaboration with firms in the public and private sectors. Between 20-25 men and women participated in each workshop, the details of which are available at the Workers' Education Institute.

Workers' Centers – Over 50 such centers operate throughout Egypt under the umbrella of the WEA. They conduct workshops at the firm level for union and non-union workers.

1. Economic Development Workshops – In the three-month period July through September 2002 the WEA reported that 46 workshops were conducted at the local level and were attended by a little over 900 participants. Most of these workshops were conducted for two hours a day for three days, mostly after working hours. The workshops included various topics on Egypt's economy that were of particular interest to the participants. Participants in these workshops were then afforded the opportunity to attend specialized workshops conducted by the Workers' Education Institute and higher-level workshops at the Workers' University.
2. Economic Bulletin for Workers' – The strategic plan produced at the June/July workshop, included the production of a periodic bulletin for workers who attend workshops at the firm level but this has been delayed.

After June 30, 2003 the 27 instructors trained under the grant continued to make use of their economic literacy skills in a wide range of training activities. The majority of these events were anti-sweatshop activities in support of the ILO Declaration on Fundamental Principles and Rights at Work. A most popular aspect of these seminars is the trade game used as a teaching aid when explaining issues related to the promotion of Egyptian exports. At an evaluation and planning seminar held on July 15, 2003 the instructors gave impressive accounts of their efforts to convert economic literacy into action plans. The instructors proposed to conduct an additional 20 seminars between August and December 2003.

International Construction Institute
 Vocational Training Project/Egypt
 Solidarity Center Grant No. 263-G-00-02-00014-00/ICI 2001
 Final Report
 For the Period January 1, 2003 – June 30, 2003

Foreword

The International Construction Institute (ICI) has responsibility for this Vocational Training Center (VTC) project in Egypt as a sub-grantee of the American Center for International Labor Solidarity, a USAID prime grantee. This report is the final report under the project and covers activities for the period January to June 2003.

Summary Training Reports

The attachment to this report contains summaries of training and employment for the project duration.

Continuation of Skills Transfer for Ongoing Training

Training activities conducted during this period involved 11 programs and 93 trainees. The 84 weeks of instruction produced a total of 807 trainee/participant weeks of instruction. The trades with accompanying course durations and dates were as follows:

<u>Topic or Craft Trade</u>	<u>Dates Course Conduct</u>	<u>No. of Trainees</u>
Welding & Ironwork Workshop for Tora Cement Company	Jan.26 –Feb. 22, 2003	7
Carpentry Workshop For Ministry of Manpower	Jan.26 –Feb. 04, 2003	5
Electricity Workshop For Ministry of Manpower	Jan.26 –Feb. 04, 2003	6
Special Plumbing Workshop for Torah Cement Company	Feb. 16- March 13, 2003	5
Electrical Workshop	Feb. 16- March 31, 2003	4
Welding & Ironwork Workshop	Feb. 16- May 16, 2003	7
Bar Bending	Feb. 23- May 05, 2003	10
Bar Bending	May 06 - June 05,2003	8
Electrical Workshop	Feb. 23- June 15, 2003	10
Special Painting Workshop for Ministry of Manpower	March 09- June 15, 2003	17
Special Computer Workshop	June 02- June 19, 2003	12

Six of the trainees received jobs after they completed their training course.

Occupational safety and health training was conducted for the trainees in all the workshops where and as appropriate.

On-the-Job Training simulation was also provided for various workshops; i.e., the Welding & Ironwork Workshop manufactured and installed a steel gates for the VTC new store room, while the Carpentry Workshop manufactured and installed sliding windows for the same room and the bar bending work shops cut, bent and installed reinforcement bars in the construction company “General Egyptian Company for Construction Works.”

The instructors’ down time was utilized by the VTC to carry out normal maintenance operations within the educational training plant and facilities, including carpentry, electrical, painting, plastering, plumbing and tile/ceramic tasks. Electrical wiring and connections were done for the new storeroom. All machines and equipment were tested (with normal maintenance and/or repair work carried out where necessary and/or advisable).

Administrative Training and Outreach

The VTC continued its marketing program designed to interest prospective clients to have the VTC conduct skills training for its construction workers, as well as special courses that could be designed for their supervisors.

In line with this, a special training plan was prepared and sent to the Employers Construction Federation to be included in their annual bulletin for distribution to all of their construction company affiliates in Egypt. VTC courses were also promoted through announcements in the Ministry of Manpower’s newspaper and monthly bulletins.

Visits were made to the General Egyptian Company for Construction Works and other construction companies, cement companies, the Ministry of Manpower & Immigration, and employer federations to negotiate training courses for their workers at the VTC.

Labor/Management Self-Sustainability Program

In February, an ICI delegation including the ICI Executive Director, Jim O’Leary, and an employer representative from the Italian Construction Industry Social Fund, Luigi Santarsiere, visited Cairo. The purpose of the visit was to meet with Egyptian labor and management representatives to discuss options for self-sustainability for the VTC. This activity and its follow-up replaced the sustainability conference/workshop that was cancelled due to security concerns leading up to the war in Iraq.

A major point of discussion with the Egyptians was the development of a cost-benefit analysis which would provide the labor-management partners a demonstration of the benefits of private

and public investments for worker training in the construction industry. Also, Mr. Santarsiere discussed in detail the workings of the Italian Construction Industry Social Fund known as the “Cassa Edile”. In addition the delegation, together with VTC top staff, met with ILO representative Michelle Nahmias, and it was agreed the ILO and the VTC would jointly publish a safety and health code-of-practice manual for the Egyptian construction industry.

In March, the ICI drafted a cost-benefit analysis (CBA) for the VTC with the assistance of Dr. William Douglas, a senior development specialist and professor at the John Hopkins School of International Studies. The ICI’s Director of Finance, Kevin Shaver, and VTC accounting staff also provided major input.

The CBA (attached) demonstrates the future rate of return on USAID’s investment in the VTC as well as that of the Egyptian partners (labor, management and government). The CBA shows the potential of training 39,000 workers over the next 15 years that would provide the following benefits over this period:

- 2.2 billion LE in salaries generating income to the economy
- 1 billion LE in tax revenues to the GOE
- 21 million LE in benefit savings to the GOE not including medical transfers from improvements in safety and health.

The VTC and the Egyptian construction union GTUBWW have presented the CBA to the employer’s federation and the Ministry of Manpower, and they are currently using the results to seek support for public investment through the Egyptian Parliament and for international foreign aid investment through the Ministry of International Cooperation.

In April, the ICI’s sustainability consultant, Robert Baskin, completed a draft report for the VTC describing systems of sustainability for construction industry programs in the United States, Canada and the United Kingdom. Previously, Mr. Baskin was responsible for organizing the international input for a sustainability conference/workshop that was scheduled for March 2003. As mentioned earlier in this report, this conference was cancelled due to security concerns leading up to the war in Iraq.

In early June, an ICI delegation including the ICI President, Jack Joyce, and its Executive Director, Jim O’Leary, visited Cairo. The purpose of the visit was to discuss regional options for the VTC with its labor-management partners. GTUBWW President Sayed Taha Salem is also the Chairman of the All Arab Federation of Construction Unions. Members of this Federation have expressed interest to Mr. Taha Salem in developing VTC programs in their own countries, including the Palestinian territories. Joyce and O’Leary also met with USAID Director, Toni Christiansen Wagner, and her staff, who provided the ICI with useful ideas to move forward Mr. Salem’s concept.

In late June, a VTC delegation that included Mr. Taha Salem and the VTC Director, Mr. Fathi Abousena, visited Italy and met with several organizations, including four trade unions,

employers, the Cassa Edile and ICI staff. This visit was a follow up to the ICI visit to Cairo in February. The purpose of the visit was to increase the VTC's familiarity with trust-fund mechanisms such as the Cassa Edile. As a result of the visit, the Italian Cassa Edile and its labor-management partners have agreed to sponsor a cooperation program designed to establish a labor-management training trust in Egypt. The first activity in the follow up will be the organization of an Italian labor-management delegation to visit Cairo to analysis the VTC prospects based on the CBA. The second step would be to organize an Egyptian labor-management delegation to travel to Italy to attend a specially designed workshop focusing on the creation of an action plan for an Egyptian trust fund. Following the Egyptian visit to Italy, the Italians would send a trust-fund expert to Cairo to work with VTC accountants and lawyers to further develop the action plan for presentation to the Egyptian Parliament.

During the June visit, the Egyptian and Italian unions also discussed the need to cooperate in other areas of concern, such as immigration. One idea that surfaced was the need to develop a joint recognition of training certifications between Egypt and Italy. There are thousands of Egyptian and other North African immigrants working in the Italian construction industry, and a majority of them are working in the underground economy. A certification recognition program would assist the Italian unions to organize these workers and bring them into the formal economy.

Project Evaluation

The final evaluation report of the project was issued during this period. This evaluation was conducted in late 2002 by evaluators contracted by ACILS.

March 2003

**Cost/Benefit Analysis of the
Labor-Management Vocational Training Center (VTC)
Cairo, Egypt**

The purpose of this analysis is to demonstrate that the VTC is a very cost effective program with huge potential returns to Egyptian society.

Background

The project was conceived in the early 1990's thanks to an exchange program that brought together leaders of the Egyptian construction union, the GTUBWW, and their U.S. counterpart union, the International Union of Bricklayers and Allied Craftsmen.

The Egyptians were impressed by the U.S. model of labor-management funded vocational training programs and became inspired by the successful international transfers of the concept to associates in El Salvador, Poland and South Africa. As a result, the GTUBWW was able to acquire a donation of 10,000 square meters of land from their Government to build their own training center. The GTUBWW built the VTC, funded by union dues from Egyptian construction workers. Including the land donation, total self-help to date has amounted to 13 million LE. Construction, workshop design, and training curricula were completed in late 1998, and by the end of 1999, training was underway in six trades.

By the end of June 2003, the VTC will have trained nearly 1,200 construction workers.

An Investment in Egypt's future

The attached spreadsheets show how an investment in construction craft training will serve as a catalyst generating long-term benefits for Egypt and its workers over the next 15 years. By the year 2006, and every year thereafter the project will generate 9 million LE in revenue for the GOE and 23 million LE in worker wages.

It is anticipated that the GTUBWW will complete an expansion of the VTC program to include at least two additional training centers (one in Alexandria and one in Luxor) built with self-help through contributions from employers, and also run three mobile training units to meet the needs of outlying, non-urban areas. Within ten years, it is therefore anticipated that the VTC program would be capable of training over 3,000 construction workers per year.

Although it cannot be predicted what would happen to young people who do not choose a career in construction, the VTC program represents a training and career opportunity not otherwise available to them. Properly trained workers are in great demand in Egypt, commanding starting salaries up to 50% higher than the minimum wage, and can expect 10% yearly raises while

working for a company. Unskilled workers may end up mired in unemployment, the informal workforce, and poverty, not contributing to the economy or to GOE tax revenues.

Skilled workers are in such demand that many employers must import workers to fill their workforce, and employers often sponsor courses at the VTC. This is a clear sign that there is an ongoing common need to fulfill the self-interests of both groups: the employers need skilled workers and the workers need good jobs.

Improvements in safety and health are a major goal of this program. The construction industry has a poor health and safety record worldwide. In Egypt, mortality in the sector is conservatively 1,300 per year. Improvements in safety and health resulting from a fully implemented safety and health program by the VTC can increase the lifespan and career of construction workers by reducing mortality, injury and illness. The costs savings to the economy due to improvements in safety and health would be seen in reductions in government transfers to beneficiaries in both wage replacement and medical costs.

Based on discussions with experts in this field, it is believed that safety and health training could reduce the incidence of mortality by 1% per year. Further, conditions for non-VTC trained workers will improve due to the focus of the training on public and employer awareness, as well as the effect of the graduates' work habits on their co-workers.

Summary of Potential Returns over 15 Years - Over 3 billion LE

- 2.2 billion LE in salaries generating income to the economy
- 1 billion LE in tax revenues to the GOE
- 21 million LE in benefit savings to the GOE not including medical transfers from improvements in safety and health.

Highlights – Costs Per Trainee

By the year 2010 when the VTC reaches full capacity, the total cost per trainee would average 1,200 LE for a typical 15-week course, or 80 LE per trainee per week.

Highlights – Salaries of Workers

There would be over 39,000 potential graduates earning in excess of 2.2 billion LE over the 15-year period. These are funds, which will be recycled into the Egyptian economy in spending and savings, rather than sent out of the country as is done by many foreign workers.

Highlights - Revenues to the GOE

There would be over 1 billion LE in potential revenues to the GOE over the 15-year period:

- Income tax revenue to the GOE would be over LE128 million.
- Social Insurance Tax revenue to the GOE by the workers would be over LE360 million.
- Social Insurance Tax revenue to the GOE by the employers would be over LE540 million.

Highlights – Reduction in Mortality

There would be over 21 million LE in potential reductions in GOE transfers to beneficiaries over the 15-year period, not including medical costs paid by the GOE.

**AMERICAN CENTER FOR INTERNATIONAL LABOR SOLIDARITY
SOLIDARITY CENTER**

**PROGRAM OF ASSISTANCE TO
THE EGYPTIAN TRADE UNION FEDERATION (ETUF)**

Grant No. 263-G-00-02-00014-00
October 1, 2001 – March 31, 2003

FINAL REPORT ATTACHMENTS

For the Period: October 1, 2001 – June 30, 2003

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INTRODUCTION

This attachment to the final report provides summary charts for all of the activities conducted under the grant. Selected summary reports are also included to provide the reader with an understanding of the individual training activities, including follow-up sessions.

AMERICAN CENTER FOR INTERNATIONAL LABOR SOLIDARITY
Solidarity Center (AFL-CIO)

**PROGRAM OF ASSISTANCE TO
THE EGYPTIAN TRADE UNION FEDERATION (ETUF)**

October 1, 2001 - June 30, 2003

USAID Goal Statement:

*A GLOBALLY COMPETITIVE ECONOMY BENEFITTING EGYPTIANS
EQUITABLY*

Solidarity Center Goal Statement:

*A GLOBALLY COMPETITIVE WORKFORCE SUPPORTING ECONOMIC
PROGRESS BY INCREASING PRODUCTIVITY*

3.0 SUPPORTING ETUF IN A PRIVATIZING EGYPT:

3.1 Workers' University - Economic Development

3.1.1 Strategic Planning

Objectives of New Activities

- Providing ETUF with a flexible and adaptable framework that remains as a guide for future progress.
- Fostering greater commitment among participants by involving them in the planning and decision-making process.
- Encouraging initiative and responsibility by drawing upon a large pool of ideas and different viewpoints.
- Creating an environment that better utilizes the organization's collective resources.

Workers University--Strategic Planning Workshops and Follow-Up								
	Dates	Program	Type	Men	Women	Total	Days of Instruction	Person-Days of Instruction
1	Apr 7-11, 2002	Training of Trainers Workers University Cairo	Strategic Planning	9	11	20	5	100
2	Apr 15-18	Strategic Planning Workshop, Alexandria - Textile Industries	Strategic Planning	20	0	20	4	80
3	Apr 22-25	Strategic Planning Workshop, Alexandria - Food Industries	Strategic Planning	19	1	20	4	80
4	May 5-9	Strategic Planning Workshop, Middle Delta Area - Food Industries	Strategic Planning	24	0	24	5	120
5	May 13-16	Strategic Planning Workshop, Middle Delta Area - Food Industries	Strategic Planning	22	0	22	4	88
6	May 20-23	Strategic Planning Workshop, Dakahlia - Textile Industries	Strategic Planning	22	0	22	4	88
7	May 27-30	Strategic Planning Workshop El Dakahlia--Food Industries	Strategic Planning	19	0	19	4	76
8	Jun 3-6	Strategic Planning Workshop, Behera - Textile Industries	Strategic Planning	25	0	25	4	100
9	May 27-30	Strategic Planning Workshop, Dakahlia - Food Industries	Strategic Planning	19	1	20	4	80
10	June 3-6	Strategic Planning Workshop Damanhour--Five Textile Companies	Strategic Planning	25	0	25	4	100
11	Jun 10-13	Strategic Planning Workshop, Behera - Food Industries	Strategic Planning	23	2	25	4	100
12	Aug 26- 29	Strategic Planning Workshop, Sharkeya - Textile Industries	Strategic Planning	25	0	25	4	100
13	Sept 4	Strategic Planning Follow Up, Tanta - Textile Industries	Strategic Planning	24	0	24	1	24
14	Sept 5	Strategic Planning Follow Up, Alexandria - Food Industries	Strategic Planning	23	2	25	1	25
15	Sept 5	Strategic Planning Follow Up, Tanta - Food industries	Strategic Planning	22	1	23	1	23
16	Sept 9-12	Strategic Planning--Tanta	Strategic Planning	20	0	20	4	80
17	Sept 10	Strategic Planning Follow Up, Alexandria -Textile Industries	Strategic Planning	20	0	20	1	20
18	Sept 14-15, 2002	Strategic Planning Follow Up Dakahlia--Food Industries	Strategic Planning	20	0	20	2	40
		Totals		341	18	359	57	1324

Description of Strategic Planning Workshops

Dates	Place	Description	Men	Women	Total
April 7-11, 2002	Cairo Workers' U.	Training of Facilitators in Strategic Planning	9	11	20

The above course was conducted to prepare facilitators to implement strategic planning workshops in the programs of the Solidarity Center with the Egyptian Trade Union Federation (ETUF). These programs are being conducted with the Workers' University, the Women's Secretariat of ETUF, and with the child labor program of ETUF/Solidarity Center. Resource persons from the Institute of Cultural Affairs (ICA) were used in the training. Twenty-five participants attended the event, twelve educators from the Workers' University, five child labour activists, five members of the Women's Secretariat, and three Solidarity Center staff. The course lasted five days from 9am-3pm each day. The course was led by Jonathan Dudding of ICA:UK and Nagwa Abdel Moneim of ICA MENA, with Riham Youssef providing the translation services. The objectives of the course were to promote a more action-oriented programme approach amongst trade unionists by:

1. Introducing participants to the concepts of facilitation and participation in the trade union context.
2. Training participants in an established method of participatory strategic planning.
3. Enabling the participants to plan how to apply and adapt the method in different situations and circumstances.

As a result of the training, the participants have a better understanding of the concepts of facilitation and participation, they are better able to be able to plan, facilitate and follow up strategic planning workshops, and have the ability to adapt and apply the basic methods in different situations and circumstances. The experience of this course was also intended to contribute to the development of a module on Participatory Strategic Planning training module for the University's subsequent use. In the sessions on facilitation the participants explored the differences between a facilitator and trainer. The exercise in determining the focus question in a strategic planning event proved to be very useful for the participants, and the session ran on into day two in order for them to be able to get a better understanding of the concept.

The workshop method was introduced as the main tool to be used in the Strategic Planning process. The method was demonstrated, the process explained, and the participants prepared for practising the method during the five-day course. The concept of strategic planning was then introduced, and participants worked in groups to prepare for facilitating the first three stages of the process, viz. Practical Vision, Underlying Contradictions and Strategic Directions. The workshop provided ample time for the participants to practice the various parts of the strategic planning process. Each of the groups (university, women and child labor) worked together in the latter part of the workshop to plan for the implementation of their activities. Each of the activities will have strategic planning as a main or crosscutting theme. During the workshop the Workers' University made detailed plans to implement 15 strategic planning workshops from April through September 2002. The Egyptian economy and labor's response to the global changes will be the general theme for the workshops.

The final day of the workshop focused on the application of the strategic planning process that had been introduced earlier in the week. Participants developed a checklist for facilitators to use in their preparation for any event involving strategic planning, looking at what needs to be done before, during, and after the event to make sure that the participants have the best possible experience and to increase the likelihood of implementation. They were then able to apply this checklist to specific events they have planned in the near future, and to present their ideas to the whole group. As a result of the training, it is expected that the participants will be better qualified to include strategic planning as a part of the workshops to be implemented under the program of the Solidarity Center with the ETUF.

An overall program goal of the Solidarity Center grant in Egypt is to develop a competitive workforce in a changing economy. The first of the fifteen strategic planning workshops to be conducted by the Workers’ University will be conducted during April 15-18 at the Workers’ Cultural Institute in Alexandria. One main purpose of the workshops is to develop a greater commitment among workers to positively involve workers and their unions in the ongoing economic changes in the country.

Dates	Place	Description	Men	Women	Total
Apr. 15-18	Alexandria	SP for Textile Federation	20	0	20

The first workshop was held at the Workers’ University in Cairo, following the training of facilitators’ workshop held during April 7-11. This was the first of two in a series of at least twelve strategic planning workshops and follow-up sessions to be conducted in various parts of Egypt in 2002/03. This workshop brought together key union personalities from four garment and textile firms in Alexandria (Misr Textile Co., Alexandria Textile Co., Cabo Textile Co. and United Arab Textile Company). The four companies were formerly in the public sector but are presently owned by the holding company, with 40% of shares owned by the Government of Egypt and 40% by private investors. Employees want to establish Employee Stock Ownership Plans (ESOP) in each company. In order to facilitate the implementation of the plans made at the workshop, and to increase the competitiveness of the four companies, eight members of management (two from each company) were participants in the workshop. The workshop began by sharing information on the state of the textile/garment industry in Egypt, and the challenges faced due to globalization and privatization.

The mission statement of the group of unions was “to protect the rights of workers while improving productivity and participating in management in order to build more profitable companies”. The resource persons at the workshop included the head of the technical office of the Workers’ University, two full time trainers from the Workers’ University, and the Director of the University in Tanta Governorate. The overall focus question for the workshop was: “What do we want to see in place over the next three years to increase sales, support ESOPs and to make better use of technology?” The *Vision Workshop* included the opening up of new markets, more competitive pricing, more trade union involvement in the marketing process, new technology and machinery in place, modernization of laboratories for spinning and weaving, and learning from practices of other companies inside and outside of Egypt. Other vision elements dealt with the realization of numerous proposals to establish financially significant ESOPs with a meaningful

involvement of employees. A SWOT (strengths, weaknesses, opportunities, threats) Analysis was conducted, and resulted in lengthy examination of the stakeholders.

The *Constraints Workshop* identified numerous factors that may prevent the realization of the vision, including low productivity, lack of competitiveness, dumping of products, insufficient exports, Egyptian’s preference to buy foreign products, and unawareness about ESOPs. The *New Directions* included actions to overcome the constraints in order to realize the vision. These included activities in the area of marketing to reduce inventories, the opening of new markets in Egypt and abroad, encouraging more aggressive sales policies, the establishment of ESOPs, and increased training and publicity/advertising. Each of the four groups left the workshop with timelines to implement the plans at their companies. The instructors from the University will make weekly follow up visits to the four companies, and a formal follow up session is scheduled for July 15 to determine what has and hasn’t worked, to exchange approaches, and to plan for the next quarter. The workshop was considered to be very useful in bringing stakeholders together to examine how collaborative efforts between unions and employers could be made for the benefit of the textile industry and other stakeholders.

Dates	Place	Description	Men	Women	Total
Apr. 22-25	Alexandria	SP for Food Industries Fed.	20	0	20

This workshop was held in Alexandria. There were twenty total participants, five representatives were sent from each union committee in four textile companies. The facilitators in the workshop were Mr. Mohamed Raafat, head of the technical office at the Workers’ University, Mr. Mohamed Ibrahim and Mr. Ali Akl, Cultural Trainers at the Workers’ University and Mr. Hesham Ezzat, head of the Workers’ University in Tanta Governorate. Mr. Mohamed Raafat opened the workshop by addressing strategic planning program, its importance and how the workshop will be held. Mr. Mohamed Ibrahim then began by focusing on the main question that was: “How can we sell our products, support the Employee Stock Ownership Plan (E.S.O.P.) and effectively utilize available technology during the next three years?”

On the second day the participants proceeded with the vision workshop by focusing upon the following question: “What do we want to set for our companies for the next three years?” The participants were then divided into four groups. They first mentioned establishing new national and international markets and the need to increase the participatory role of the unions in marketing. A further goal is the need to send workers abroad to obtain more technical education, then with their new skills acquired overseas, the workers can in turn train workers locally. They were also concerned with increasing their profit share through the E.SO.P. Prices should be lowered in order to attract the customers, however along with the increase in the number of customers a need arises to facilitate the methods of payment. In order to increase domestic market shares the company needs to improve its advertising and publicity campaigns. Once an effective advertising campaign sells more products, the company will have adequate funding in order to renovate machines and increase the storage space for products.

Once workers created their vision, they addressed the constraints they may face in reaching those goals. Workers were concerned with the lack of access to other foreign and domestic markets, which leads to increasing vulnerability from competition of national and international

companies. Consumers increasingly prefer imported products, which has led domestic textile companies to decrease their market share. Low quality products are then sold on the market at high prices. The participants mentioned their increasing concern with the prevalence of the dumping of foreign products on the market. Many workers are unaware of the importance of the ESOPs, and many are also not participating in the decision-making process. Due to the prevailing economic climate, company share prices are unstable, and as a result, participants believed that owners are more concerned with making a profit.

On the third day Mr. Mohamed Ibrahim facilitated the strategic directions session that identified new directions to be followed in order to overcome the barriers to achieving the vision. The strategic plan included portions of the vision and barriers, such as creating new markets and increasing publicity of products through mass communication. New ideas mentioned including members of the union committee in the ESOP along with forming a dialogue with companies that already have an ESOP. A further goal was to assess the conditions of the market and make Egyptians aware of the importance of purchasing locally made products. Workers must be made aware of their rights and duties. Lastly, the participants suggested that ETUF help union committees deal with uncooperative employers.

The participants then devised a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, beginning with the strengths of each company and its environment. Among them are the skills of workers along with the strength of the trade unions. Establishing an E.S.O.P. will create incentives that could invariably lead to an increase in productivity. Lastly, marketing is an important component that could increase the customer base and in turn lead to increased profit margins. The participants then addressed the weaknesses and mentioned that the lack of technology was an impediment. Secondly, low wages were a disincentive for workers and finally the lack of democratic interaction between workers and management had to be improved. Competition among companies was perceived to be a positive opportunity only if the local companies were to have a relatively level playing field with their foreign counterparts. Better advertising and marketing of products to the local clientele would be an asset. The Egyptian government is currently placing importance on the textile industry. The participants then addressed the threats facing their companies and agreed that there has been an increase in the cost of wholesale products, such as the price of spare parts for machinery. There has also been an increase in the interest rate of bank loans. Lastly, a recurring theme was the dumping of foreign products on the local market.

On the last day, the participants devised a plan of activities for each company and ways in which the union committee could assist in achieving those plan. During the evaluation of the workshop there were no negative remarks, and individuals mentioned that this was their first occasion to be able to so fully share and express their opinions in a training program.

Dates	Place	Description	Men	Women	Total
May 5-9	Middle Delta Area	Strategic Planning for Five Textile Companies	24	0	24

The Solidarity Center, Workers’ University and the textile sector held this workshop in the middle of the delta in Tanta Governorate. It was attended by representatives from five textile

companies: El Delta Textiling Company, Misr El Mahala El Kobra Textiling Company, Misr Shebin El Kom Textling Company, El Nasr Tinting Company and Tanta for Flax and Oils Company.

The participants were either members of the textile union or from the management of these five companies. Mr. Elsayed El Helw, General Manager of the Workers Education Association in the Middle Delta, opened the workshop and spoke on the activities of the Workers Education Association and its importance for workers and their unions.

The opening of the strategic planning workshop began with a focused question which was: “How can we make the workers’ opinion more effective in the preparation of labor laws and what are the best ways to increase production and create a better market during the next three years?” The participants then devised a vision that would help them reach their goals. One goal was to conduct awareness seminars for the workers delineating their duties and rights. A second goal was the elimination of illiteracy. With a literate workforce comes a greater awareness of the importance of the workers’ union. Through increasing membership workers should become more cognizant of their social role and may subsequently undertake future activities, such as training workers to improve the quality of their products, becoming aware of the needs of the national markets, and may assist in the opening of new markets. However the daily decrease in union membership has become a constraint in realizing their goals. Workers who are politically unsophisticated and illiterate are less likely to be effective while engaging in dialogue with management. Managers are less likely to comprehend the role of unions and thus become a hindrance versus being a partner. As a result they are more likely to prevent unions from holding training programs during work hours and may be dissuaded from providing workers and their families with proper health care.

All the participants agreed on attending a training program hosted with the help of the Workers’ Education Association. Each of the five groups then devised a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for their particular company. They then regrouped and agreed on a general SWOT analysis for all five. They first addressed the internal environment, which include the strengths and weaknesses. The strengths included having competent trained workers in the fields, establishing good relations among union members, finding good quality machines, placing union committees in all the branches of the company, and finally having some union members from the management. They then addressed the Weaknesses and agreed on the following, the lack of motivation among union members, the existence of a bad promotion system, ineffective members of management, and the high price of products. Lastly, the age of the consultants was a concern since they are over 60 and the participants feel that newer and younger people should be in those positions.

They then addressed the outside environment comprising the opportunities and threats. Companies that have establish a working relationship with the technological sector can stand to benefit from the advantages technology provides. Further opportunities included establishing trusting relationships between the company and the customers, launching new markets, participating in international galleries, and the new labor law. The General Agreement on Tariffs and Trade (GATT) convention, under the World Trade Organization (WTO) has been a hindrance for Egyptian exports, along with the increasing prevalence of privatization. Further

threats included international political conditions, the high rates of interest charged by banks, and the importing of low quality raw materials.

Dates	Place	Description	Men	Women	Total
May 13-16	Middle Delta Area	Strategic planning for Food Companies	22	1	23

Twenty-three participants representing the worker’s union and leaders from different organizations in the food industry attended this seminar. The companies included Tanta Company For Oil & Soap, Salt & Soda Company, Alexandria Company For Oil & Soap, Molars Company, and Coca Cola Company. The facilitators of the seminar were: Mr. Aly Saadoun, head of planning sector at the Workers’ Education Association, Mr. Hisham Ezzat from the Worker’s University, Mr. Mohamed Ibrahim, head of scientific section at Worker’s University in Alexandria, Mrs. Hoda Saleh, head of the technical section at the Workers’ Education Association and Mr. Ragab Abou Seriaa from the Worker’s University.

On the first day, Mr. Aly Saadoun and Mr. Hisham Ezzat began by addressing strategic planning, its importance and approach. On the second day, participants and facilitators discussed the vision, constraints, and the plan they will follow. Their main question was: “How can we improve working conditions, production and the rate of illiteracy among workers in the next three years?” The participants then laid out their vision. One goal was to increase the representation of women in the union and ETUF levels. Secondly, spreading awareness among workers would help in establishing better relations between workers and the union. As they become more sophisticated, workers would then be more likely to hold more meetings with the owners. A cooperative environment would lead to a more productive workforce. Further vision elements included, changing the methodology utilized in the training of new workers, creating a disaster fund, providing medical care for the workers families’, making better use of workers’ holidays, and making the workforce more technologically literate. Workers are however facing increasing constraints. For example, illiterate workers are unable to attend literacy classes because employers are hiring them for several shifts. Yet others are still unconvinced of the benefits of obtaining an education. Employers place restrictions that prevent workers from conducting their programs and refuse to provide medical care for workers and their families.

The participants then devised a plan of action in order to reach their vision. At the forefront of their goals is the desire to conduct seminars in order to raise awareness among workers to make Egyptian products more marketable, raising production and opening new markets. Further goals included, finding funding for literacy projects, creating the disaster fund, increasing human resources and encouraging better use of raw materials.

On the third day, Mr. Ibrahim and Mr. Ezzat facilitated the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis beginning with the internal environment. The participants concluded that the Strengths included an increase in the number of union members, a skilled workforce, a variety of production and a creation of trust between workers and the union committee. Additionally relations among members of the union committee and members of the management are improving. The Weaknesses included lack in the areas of awareness among

workers, qualified sub managers, funds and motivation. Additionally ineffective marketing practices have led to low production rates.

The participants then addressed the outside environment comprising of opportunities and threats. The opportunities included the law protecting national production, the opening of new and external markets, hosting an external educational convention, improving products sales by creating better relations with local clients/customers and being more self-sufficient in obtaining raw materials. The threats consisted of the dumping policy of foreign products on the local market, the bad economic climate, an increase in the economic incentives given to the private sector, the competition that arises from an increasingly privatized economy and the General Agreement on Tariffs and Trade (GATT).

Dates	Place	Description	Men	Women	Total
May 20-23	Dakahlia Mansoura	Strategic planning for Three Textile Companies	22	0	22

This workshop was located at the local union federation in Dakahlia and was attended by 22 representatives from three textile companies: Dakahlia Textiling Company, Mit Ghamr Textiling Company and Domiat Textiling Company. The workshop was opened by discussing the importance of improving the conditions of workers in the textile industry. The overall focus question for the workshop was: “What can the union do to defend workers’ rights, improve the work environment and eliminate illiteracy?” This was followed by an introduction to the overall strategic planning methodologies.

The participants produced a shared vision for the three companies on the second day. Improving social and medical care for workers and their families was a priority. A further goal was to educate one hundred and fifty workers. Through workshops workers will be given the tools to become well informed in different areas since a literate workforce tends to be more politically sophisticated. Additional vision elements included providing workers with an efficient means of transportation, increasing the quality of production, renovating sub-quality machines and creating new markets. The facilitators and participants then discussed the constraints unions may face. Many companies lack facilities where unions can conduct training programs and if training halls are available workers are not always allowed to attend them. This leads workers to believe that owners are only concerned with profits instead of the working conditions of their employees. A concern with sub-standard medical care was also expressed. From a manufacturing perspective workers are concerned with the lower prices of foreign products, the lack of spare parts for machines, the difficulty of obtaining raw materials and not establishing new export markets.

On the third day the participants produced strategic directions that the union would undertake for the next three years. With the help of the institutions such as the Workers’ University, more training workshops will be conducted for the benefit of the workers. The expectation is to not have to rely exclusively upon other facilities, rather the goal is to encourage companies to build training halls which would be more convenient for the workers, and will affirm the employers commitment to his employees. Further directions included opening new markets, training marketing specialist, utilizing the workshops in the factory to make spare parts, improving the medical care of workers and their families and obtain permanent contractors.

On the last day, representatives from three companies devised a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. They first addressed the strengths which they concluded were cooperation between trade union members, having trade union members represent different areas of management, obtaining skilled workers and producing spare parts locally. Their weaknesses were the large number of workers, outdated machinery, low production, the lack of bonuses and low financial resources. The opportunities included protecting local production and the ECC agreement. Finally they addressed the threats, which included not having new markets, the prevalence of competition, the new labor law, and the World Trade Organization (WTO).

Dates	Place	Description	Men	Women	Total
June 3-6	Damanhour, Beheira	Strategic planning Five Textile Companies	25	0	25

This workshop was held at a Workers’ Education center in Damanhour, El Beheira Governorate. Twenty-five members of textile unions attended the workshop from the companies of Egypt for Texturing and Printing Company, Misr Sebaghy El Beda Texturing Company, El Mahmoudeya Texturing Company and Kafr Hamada Texturing Company. Mr. Amin Abdou, head of the local federation in El Beheira, and Mr. Mahmoud El Saadany head of the Workers Education Organization in Beheira attended the first day of this workshop. Mr. El Saadany welcomed the participants and discussed the importance of these workshops in helping the workers face changes in global policies. The facilitators from The Workers’ University then began the first session by addressing strategic planning, its importance and how can it help the unions in the next period. On the second day the participants discussed their vision in order to answer the question “What do you want to realize in three years?” The participants mentioned conducting regular educational workshops for the workers, eliminating illiteracy among workers, spreading awareness among them, strengthening relations among union members and establishing better relations between the union and management. Further goals included realizing the abilities of each company, renovating machines, providing effective training for the workers and providing medical and social insurance for the workers and their families.

The participants then went on to discuss the constraints that they may face in reaching their vision and mentioned bad economic conditions, difficulty in obtaining raw materials, the lack of funds for the union’s committees and management interference in union matters. Other concerns were machines being out of date and that workers do not have time for union activities. On the third day the strategic workshop was held in order enable it to overcome its constraints and eventually achieve its vision. The following was mentioned; changing the training centers into production and marketing centers, workers must be well related to their company and workers must improve their productivity. In addition, meetings should be held between the union and management, the union must help management in establishing an internal system, workers demands should be considered and the establishment of good relations among union members should make the union committees to be more likely to work as a team.

Mr. Mohamed Raafat head of the technical office at The Workers’ University, attended the last day when the participants were discussing the best way to realize their plans in their respective companies. Mr. Raafat hoped that the workshop was helpful enough for the participants to face

the economic changes taking place in Egypt. He promised them that follow-ups would be conducted in order to assist them in achieving their plans.

Dates	Place	Description	Men	Women	Total
June 10-13	Damanhour, El Beheira	Strategic planning for Food Industries	23	2	25

This workshop was held in the Egyptian local trade union federation in Damanhour, El Beheira Governorate and was attended by 25 members in the food industry union in six companies: El Henawy Tobacco Company, Kaha Rashid Company, Kaha El Beheira Company, El Beheira Bakeries Company, El Beheira Molars Company and El Beheira Rice Mills Company.

Mr. Mahmoud El Saadany, head of the workers educational organization in Beheira, opened the workshop, discussing training programs and how strategic planning is useful for the unionist to face the new economic policies. Additionally, every union must have a work plan in order to realize the best future for the workers. He also stated that union committees are important for the workers. Then Mr. Ali Saadoun and Mr. Hesham Ezzat, facilitators from The Workers' University, addressed strategic planning, its meaning and how can it be useful for the union. On the second day Mr. Ezzat delineated the main questions that they will answer during the workshop. They began with the visions question: "What do we want to realize in three years?" The participants mentioned improving the social and medical services provided to workers, establishing a social insurance treasury box for the workers, providing transportation for the workers living far from their respective companies, training the workers on how to best to improve production and working conditions, establishing better relations between workers and management and making union committees available in assisting the workers. They then devised a list of constraints that may be faced which included that owners and management tend to not comprehend the role of unions and may also utilize the law against workers, which may become further obstacles in the struggle of workers. Furthermore if the workers were to bring their cases before the court it may take a long time for them to be finalized. Finally, the current state of the world and the Egyptian economy causes local companies to have to compete with the private sector.

On the third day a workshop was conducted where the participants produced strategic directions that they could follow to realize their plan. They included conducting awareness workshops for the workers, encouraging companies to host literacy classes, hosting educational workshops, raising production, strengthening the relationship between the committees and the union and developing relations between the union and management. In addition, maintenance will be provided for machines reducing expenditure on spare parts, the quality of products will be improved making them more competitive and unused stores of the company will be rented.

Mr. Mohamed Raafat, head of the technical office at The Workers' University, attended the last day when the participants were discussing the best approach in achieving their plans at their respective company. Mr. Raafat asked the participants to make the best use of this workshop by realizing their plans and to always be in contact with The Workers' University and the Workers' Educational Association if they need any assistance.

Dates	Place	Description	Men	Women	Total
June 27-30	El Dakahlia	Strategic Planning for Food Companies	19	1	20

The strategic planning workshop was held at the local federation in Dakahlia and was attended by twenty participants from four companies representing the food industry: Madareb El Dakahlia, Egypt for Oil and Soap, Egypt for Milk and Coca Cola. Mr. Mohamed Ghorab, general manager of the Workers' Education Association in Dakahlia, welcomed the participants. The workshop began by addressing strategic planning, its importance and the main questions they will answer during the next three days. On the second day the participants discussed the vision that they wished to realize. They hoped to raise the moral of the workers, provide better training for the new generation of skilled workers, protect workers' rights, and establish a social club for the workers. From a production standpoint they would like to improve the quality and diversity of the products. Lastly, providing better medical care for the workers and establishing an influential presence of workers in the companies is part of their shared vision.

The participants then delineated the constraints that they may face in reaching their vision. They expressed the following concerns: the lack of skilled workers, the outdated machines, and the lack of experience in regards to utilizing new technologies. From a manufacturing standpoint they stated the need to establish viable competition with the private companies. Lastly, they were concerned with the high price of raw materials, ineffective marketing on the part of the companies and the ominous economic climate.

On the third day they decided on activities to be conducted in order to reach their stated goals, including increasing production and decreasing cost, producing a high quality and well-packaged product, improved pricing, making use of new technologies, assisting management in the decision-making process, working as a group, providing effective training for workers, effective marketing and advertising, and utilizing the media.

Dates	Place	Description	Men	Women	Total
Aug. 26-29	Zagazig	Strategic Planning	25	0	25

The strategic planning workshop for textile companies was held during August 26-29, in Sharkeya/Zagazig. The twenty-five participants represented the companies of Sharkeya Textile, Gowt Belbeis Company, Menia El Kamh and Kafr Sakr. The participants were introduced to the process of strategic planning. Each company produced a vision, constraints and a plan of action. At the end of the workshop the four companies presented a combined vision, constraints and a plan of action.

Sharkeya Textile' vision included improved working conditions, increased production, solving the problem of marketing and increasing the incentives available to workers. Participants from Sharkey Textile included their constraints of early retirement and unskilled workers. They stated that approximately one thousand workers opted for early retirement at an average of LE25,000 per person, which totals LE20,000,000. Early retirement is an option that employers offer their employees in order to hire younger people at a lower wage and with fewer benefits. Gowt Belbeis Company's vision included conducting educational workshops focusing on topics such

as marketing. The constraints were early retirement, out of date machinery and the lack of training of recently hired workers. Meria el Kamb's vision included training workers, establishing new markets and educating workers. The constraints the company faces are no contracts for temporary workers, lack of medical coverage and early retirement. Kafr Sakr's vision included conducting training and educational workshops for workers and temporary workers should be given permanent jobs. The main constraint is that the trade union committee needs to develop effective bargaining skills with management.

On the last day the four companies devised a combined vision, constraints and plan of action. They mentioned that the management and the national union should meet, workers should work together to increase production, training programs should be conducted for the workers, and due to the rate of illiteracy, workers should be encouraged to attend literacy classes. Further goals included designing an effective marketing program, finding a market for stored products, and devising a more efficient method of transferring workers from one department to another. The constraints for all the companies included the lack of interest of management in dealing with some of the concerns of the workers, lack of suitable locations for training and the dumping of foreign products. Some of the participants mentioned that there are too many employees in their firms.

Upon devising a combined three-year plan the participants laid out a one-year plan. The first goal was to coordinate training courses after working hours since many workers work several shifts and it is difficult to pick a suitable time. Other activities included negotiating with management in order to find an appropriate location that can be utilized for the training purposes, and if possible discuss the possibility of having training rooms built on the factory grounds.

Dates		Place	Description	Men	Women	Total
1.	Sept. 4	Gharbeya	Strategic Planning Follow- up for Five Textile Companies	24	0	24
2.	Sept. 5	Gharbeya	Strategic Planning Follow- up for Four Food Companies	22	1	23

Both of the strategic planning follow-up workshops took place in Gharbeya. The follow-up consisted mainly of reviewing what had taken place during the strategic planning sessions. There was a brief summary of main points during both workshops.

The original strategic planning workshop for the five textile companies was held during May 5-9. The follow-up on September 4th was attended by twenty-four participants from the following companies: El Delta Textiling Company, Misr El Mahala El Kobra Textiling Company, Misr Shebin El Kom Textling Company, El Nasr Tinting Company and Tanta for Flax and Oils Company. Points of interest were making workers more aware of their rights and duties, conducting more literacy classes for workers and creating better working conditions between management and workers. The participants were then asked to review what they had achieved within the last few months for each company. El Delta Textiling Company conducted twenty workshops over three days, and received the approval in order to conduct workshops for middle management. Flax and Oils Company conducted two literacy classes for twenty workers, management granted a savings of LE20,000 for the ESOP. Misr Shebin El Kom Textling

Company conducted seven workshops for transferred workers, two workshops for newly hired workers; fifteen were conducted in order to improve production. Participants from El Nasr Tinting Company reported that five workshops had been conducted. Lastly, at Misr El Mahala El Kobra Textiling Company a workshop was conducted for recently elected leaders.

The original strategic planning workshop for the four food companies was held during May 13-16. The follow-up workshop took place on September 5th and was attended by one woman and twenty-two men representing Tanta Company For Oil and Soap, Salt and Soda Company, Alexandria Company For Oil and Soap, and Molars Company. The participants reviewed the main concerns raised in May, which were illiteracy, increasing the role of women and improving relations with the owners. The participants were then asked to share their achievement within the last few months. Molars Company conducted five workshops, two literacy workshops, training of personnel in the trade union committee on health and safety. The Salt and Soda Company conducted four workshops on basic education and a workshop on health and safety. Tanta Company For Oil and Soap conducted three workshops and one additional workshop on computer skills in cooperation with Tanta University. Alex for Oil and Soap established a day care center in the company.

Dates	Place	Description	Men	Women	Total
Sept. 10	Alexandria	Strategic Planning Five Textile Companies	20	0	20

On Tuesday September 10th, Mrs. Zeinab Baghdady and Theresa O’Laughlin attended a follow-up strategic planning workshop at the Workers’ University extension in Alexandria, along with Mrs. Adriana Barsotti-Kaplan, Deputy Director of the Office of Democracy and Governance (Democracy, Conflict and Humanitarian Assistance) at United States Agency for International Development (USAID). Mrs. Barsotti-Kaplan was attending a worldwide youth conference in Alexandria at the time. The workshop was a follow-up of a strategic planning workshop held during April 15, 2002 to April 18, 2002 at the Workers’ Educational Center. There were twenty participants from four textile companies: Alexandria Textile Company, Cabou Textile Company, El Arabeya Textile Company and Misr El Amereya Textile Company. The facilitators of the workshop were Mr. Mohamed Ibrahim, Labor Educator at Workers’ University; Mr. Mohamed Gaber, Labor educator at the Workers’ Education Association and Mr. Mohamed Raffat, Director of the Technical Office at the Workers’ University.

The creation of an Employee Stock Ownership Plan (ESOP) was a major issue and the participants wished to become more familiar with the new labor law. According to the participants, employers neglect to tell their employees that they have the right to purchase an ESOP, and one participant spoke of the “dictatorship” of employers. Another mentioned that it was difficult to train the workers due to time conflicts. Hence the training workshops would have to be held after working hours. The participants were concerned that workers should not only be aware of the health and safety issues, but they should also have a basic education. Several companies focused on basic education in their workshops. Although the follow-up was successful, it appears that there is still much to be done. Participants believed that an awareness campaign needed to be initiated regarding ESOPs since many workers are not as familiar with the purpose of having an ESOP.

The plan of action for the four companies is as follows:

Alexandria Textile Company

The Alexandria Textile Company was able to implement some of the steps that they had agreed upon during the strategic planning workshop in April. The achievements are as follows: twenty training workshops were conducted where 400 workers were informed of recent economic changes and the advances in technological production. The participants were informed of workers' health and safety issues. Through the workshops, workers became more aware of new technology and the current economic situation not only in Egypt, but worldwide. The participants agreed to pay specific attention to overcome the problems caused by privatization and the Workers' Educational Center conducted 40 workshops for 800 workers informing them of them of the changing global economy. They agreed that their work plan should consist of forty training workshops to be conducted at the Workers' Educational Center, and that workers will be made more aware of the importance of safety and to keep up with advances in technology. Representatives of the Alexandria Textile Company mentioned that they only have two installments left before obtaining their ESOP. Once the ESOP is paid off they will have a ten percent share of company stock.

Cabou Textile Company

This was the first follow-up for Cabou Textile Company after the strategic planning workshop conducted in April. The main problems identified were the lack of storage space and not having an E.S.O.P. The participants therefore worked on formulating a solution to these problems by training those who are responsible for the marketing, conducting educational workshops for the workers about E.S.O.P. and conducting a general educational workshop for the workers.

After this workshop the participants from the company conducted a meeting in order to look for the best ways to realize this plan and agreed on knowing the exact quantity of storage, having new markets, selling the company's products for the workers on installment and conducting training workshops for the marketing section in the company. Then they identified factors contributing to the low sale of the products and determined that they were the high prices of the products, low quality, not conducting thorough studies of the needs of the market and having to compete with other producers who are selling the same products at a lower price.

Workshops were conducted in order to train personnel in charge of marketing. A meeting was held with the manager of the company in order to find the best way to capture a seven percent share of the E.S.O.P. The Workers' Educational Center will conduct twenty workshops where workers would be trained and will be made more familiar with the E.S.O.P. Two workshops will be held every month. These decisions indicate that the union committee knows its importance and the role that its members can play.

The participants then devised a future work plan. The union committee will continue training the workers, and will conduct more seminars in order to be effective in selling their products. Workers will try to capture a larger share of the E.S.O.P in the company. Lastly, workshops will be conducted addressing issues such as workers' safety.

El Arabeya Textile Company

After the workshop made by the Workers' Educational Center in April, the union committee began training workshops for the members in the marketing sectors of their company. They were able to obtain L.E.25,000 in training funds from selling used cars and machines stored in the company. These workshops took place in the training center in the company itself. This workshop was very well organized and the managers of the marketing department acted as the facilitators. The second workshop will take place at the end of September. The participants stated that with the assistance of these workshops a large quantity of the stored products was sold. They then devised a work plan that included conducting training workshops for the marketing sector of the company, and conducting workshops in order to make the workers more aware of the economic status of the market(s) and the development attained in other companies. They will begin these workshops in November 2002.

Misr El Amereya Textile Company

The company's union committee was able to conduct six training workshops for the workers to enable them to be more familiar with global economic changes that are taking place. They also focused upon workers' safety and other specialized topics. They began these workshops from May 18 through June 24, 2002 with an average of one three-day workshop each week. At the end of these workshops they were able to develop new markets and export some of their products. Then they agreed that their work plan should consist of conducting more training workshops for the workers, work on selling the rest of the stored products, and utilizing better technology to export the products.

3.1.2 Economic Literacy Support Program

Objectives of New Activities

- Develop materials, including case studies on ESOPs that will engage workers in a process of demystifying economics, by linking policies to what is actually happening in peoples' lives.
- Clarify for workers the role of the World Bank and the International Monetary Fund (IMF), as well as that of trade agreements and Egypt's upcoming commitments under the WTO.
- Present information on alternative development approaches that value workers.
- Link workers heightened understanding of these issues to specific Democratic actions they can take to shape economic policies, institutions, and processes that affect them.

Dates	Program	Type	Men	Women	Total	Days of Instruction	Person-Days of Instruction
Sep 2-5, 2002	Eco. Lit. Wksp., Alex.	Economic Literacy	23	1	24	4	96
Sep 16-19	Eco. Lit. Wksp., Mansoura	Economic Literacy	24	0	24	4	96
Sep 23-26	Eco. Lit. Wksp., Alex.	Economic Literacy	19	3	22	4	88
Oct 27-31	Eco. Lit. Wksp., WU MENA	Economic Literacy	17	3	20	5	100
Dec 15-18	Eco. Lit. Wksp., Aswan	Economic Literacy	22	3	25	4	100
Dec 16-19	Eco. Lit. Wksp., Aswan	Economic Literacy	23	2	25	4	100
Dec 21-24	Eco. Lit. Wksp., WU	Economic Literacy	28	0	28	4	112
Dec 23-26	Eco. Lit. Wksp., Dakahlia	Economic Literacy	42	16	58	4	232
Dec 30-Jan 2	Eco. Lit. Wksp., Alexandria	Economic Literacy	18	6	24	4	96
Jan 20-23, 2003	Eco. Lit. Wksp., Port Said	Economic Literacy	25	1	26	4	104
Feb 17-20	Eco. Lit. Wksp., Tanta	Economic Literacy	20	2	22	4	88
Feb 24-27	Eco. Lit. Wksp., Tanta	Economic Literacy	20	1	21	4	84
Mar 3-6	Eco. Lit. Wksp., Sohag	Economic Literacy	24	1	25	4	100
Mar 9-10	Eco. Lit. Prep., WU	Economic Literacy	0	4	4	2	8
Mar 11-13	Eco. Lit. Wksp., WU	Economic Literacy	20	7	27	3	81
Mar 15-17	Eco. Lit. Wksp., WU	Economic Literacy	3	1	4	3	12
Apr 21-24	Eco. Lit. Wksp., Alexandria	Economic Literacy	22	0	22	4	88
May 5-8	Eco. Lit. Wksp., Tanta	Economic Literacy	25	0	25	4	100
May 19-22	Eco. Lit. Wksp., Port Said	Economic Literacy	20	0	20	4	80
Total No of Participants			395	51	446	73	1765

Description of Economic Literacy Workshops

Dates	Place	Description	Men	Women	Total
June 23- July 4	Worker's University	Economic Literacy Workshop	12	4	16

The Economic Literacy Workshop held from June 23 through July 4, 2002 grew out of a growing awareness by the Egyptian Trade Union Federation (ETUF), and its Workers' University of the importance of engaging the government on economic issues. The ETUF and the Solidarity Center both believe that the privatization of Egypt's economy will require a knowledgeable workforce that is aware of the consequences and options in the changing global economy. At present most of the 3.5 million union members in Egypt are unprepared to effectively participate in this much needed dialogue.

The economic literacy workshop targeted key 16 personalities at the Workers' University and its umbrella organization, the Workers' Education Association (WEA) that conducts programs at local and regional levels throughout Egypt. Making use of the structures of the WEA, the workshop is to be followed by a series of at least 15 four-day workshops to be conducted before the end of March 2003. In addition to the 15 workshops funded by the Solidarity Center, the Workers' University and other institutes of the WEA will further include economic literacy materials in their ongoing training programs. The WEA came to the realization that if labor leaders are to successfully address the concerns of the rank and file regarding privatization, their instructors require the appropriate knowledge, understanding, and motivation.

The Workshop

The participants in this workshop have found themselves between a rock and a hard place. On one hand, union leaders and workers regularly challenge them: "What's going to happen to our jobs when the government sells the plant?" and "You really believe this privatization is going to produce anything good for us?" Did you see what happened at the Kaha Company; a profitable government owned food company that went bankrupt after privatization?" On the other hand, all sixteen participants knew that privatization is here to stay. They have been designated as the individuals who must inform and lead union leaders and workers in a positive response to the challenges that globalization and privatization present. So they came eager to learn.

The more optimistic asked for information and techniques they could use "to change the minds of workers about globalization and privatization." They wanted to learn about some "success stories", such as the privatization of government-owned companies in which government, workers, and the new owners walked away satisfied that their interests had been considered and preserved. They wanted to learn how other nations had successfully privatized state enterprises so they make "privatization more appealing to workers."

The more cautious wanted to know what unions could do to minimize the negative impact of privatization, how unions can prepare for privatization, what the impact of privatization and globalization are going to be on Egyptian workers and their unions.

All wanted to know the fundamentals: basic information about Egypt's economy, where globalization and privatization came from, how international trade works, the role of the World Bank and the International Monetary Fund. They asked: "What is GATT and how does it work?" "What is the relationship between GATT and the WTO?"

Highly motivated they worked hard for ten full days, 35 sessions. They listened to lectures on a wide range of topics:

- the impact of the global economy on Egypt,
- the impact of Egypt's privatization program on Egyptian workers,
- international financial institutions and how they work,
- trade agreements and their implications for the Egyptian economy,
- labor productivity,
- the impact of privatization on Egyptian women workers.
- Employee Stock Associations,
- the proposed unified labor law, and
- current social security legislation.

They learned that privatization is a package of policies and activities to better use Egypt's assets and increase its economic performance. Privatization is the product of human decisions, as opposed to an historical inevitability. As such it is subject to continual appraisal and improvement.

Throughout the discussions that followed each presentation, an underlying anxiety revealed itself. "Will our economy survive the complete elimination of the public sector?" The participants listened and evaluated the response that privatization will not eliminate government. Key governmental functions always will remain in the public domain. Key economic activities likewise will not be privatized. They learned that although Egypt's privatization effort has accomplished a lot, it is behind schedule. Currently there are not enough buyers to purchase those enterprises designated for privatization. Given the current global economic slump, it is highly unlikely that all designated enterprises will be sold on schedule by 2005. In short, Egypt has time to insure that its privatization effort can be completed well.

In order for that to happen, certain things have to be in place. They include a strong private sector composed of a sufficient number of experienced businesses willing to invest in Egypt's long-term economic future. Likewise strong government policies and agencies must undertake two functions: 1) promote true competition without which privatization falls apart, and 2) monitor privatization's social consequences including environmental impact. The most important prerequisite of all is that people must believe and feel that they can participate in the benefits that privatization has to offer.

Participants learned that privatization could take several forms including partial or complete ownership or the contracting out of management. Ownership itself can take many forms including an anchor investor, public ownership through the stock exchange, and employee stock ownership. They learned the advantages and disadvantages of several types.

Participants learned about and discussed privatization's rich promises: increased productivity, lower prices, higher efficiency, the transfer of up-to-date technology, a stronger competitive position in the world market (so Egypt won't be left behind), better wages for workers, and improved working conditions. They also learned analytical frameworks they could use to assess whether a given privatization would produce those outcomes.

Participants learned from the CARANA Corp. the extent of the current privatization effort, the number of workers that have been involved, and some of the impact on those workers. CARANA also explained how difficult privatization really is. Transferring ownership of state enterprises to the private sector in a way that leads to widespread benefits requires "a great deal of preparation and a great deal of follow up." Government must establish and operate adequate regulatory authority to monitor and influence economic factors. Successful privatization also requires union involvement.

Participants also explored the dimensions of globalization, learned some of its history, and reviewed its potential benefits and costs. They discussed how globalization challenges the Egyptian economy and Egyptians to change in order to improve and survive. They noted how globalization both forces and enables individuals, firms, and society to be open to new ideas, improvisations, and change. They found that good. They also saw how globalization would lead to negative cultural impact and to leaving the poor and disenfranchised behind. They remarked how that was bad.

Fortunately participants had the opportunity to do more than listen to and discuss lecture-present material. They also participated in activities and simulations to reach a fuller understanding of ideas and issues. These included constructing a map of Egypt's economy identifying the economy's major features and specifying the major challenges Egypt now faces. A list of those challenges is among the attachments. Perhaps the most intense activity of the workshop was a simulation--The Trade Game--in which participants played the roles of government, entrepreneur/investor, or worker in one of five countries with various natural resources, technology, and labor force endowments. As the rules of the game changed, individuals gained insight into the dynamics of international trade and the role international financial institutions as well as investors play in today's global economy. They also saw how taxes and labor costs have an enormous impact on business decisions to stay in or move from a country.

Post activity debriefing crystallized some insights as well as documented reaction to the learning experience. Comments were as follows:

- "It became clear that countries have to prepare in order to be able to cope with globalization."
- One important lesson: "Use your resources well." In the game "we saw that Egypt had resources but didn't have the organization to get things done."
- "We learned the importance of investors. Even when you have resources, you get in trouble if you lose your investors."
- "We saw the importance of economic blocks and cooperation among nations."

- "I have attended hundreds of lectures and many workshops, but this [The Trade Game] has been the most informative and interesting I have ever attended. It was worth twenty lectures."
- Most people don't understand economics because economists use this hi-brow language. The trade game enabled us to understand."

Another simulation on another day demonstrated how GATT and WTO agreements influence Egypt's various economic sectors. Virtually no sector remains uninfluenced. Post-activity discussion revealed that in the two areas of textiles and government procurement, Egypt is not yet as restricted as in other areas.

Participants expressed a desire for variation in the presentation, so scheduling four lectures back-to-back to fill an entire day met with less than enthusiastic endorsement. Nevertheless, the "day of lectures" proved to be jammed packed with information on topics that currently loom large for the participants.

First among these was the impact Law 203, governing privatization, had on women in the labor force. As a whole, unions were not prepared with an understanding of the law and the forces of globalization. Moreover, there was strong pressure on the unions to accept whatever was offered to workers of enterprises that were sold. In the end women settled for smaller packages because they wanted to go home; cultural values reduced their benefits. At first, most women who were let off were happy. Then the full impact of their agreeing to be let off sank in. Now they are struggling to get back into the labor market. Aisha Abdel Hady concluded: "We have to have knowledge because knowledge is power. We need to re-conceptualize, change our mindset, to acknowledge that women have a basic right to work. If women are not involved in the process we are going through now, we lose the support we need. We [unions] have to redesign ourselves. That means we have to become transparent and appreciate dialog and negotiation. We need to change the perception that we are weak. Unions offer skills and hard labor. Capitalists have to appreciate that."

Focus on the "day of lecturers" shifted to employee stock ownership programs or employee stock associations (ESAs) as they are called in Egypt. ESAs were chosen as part of the safety net to be put in place to handle the consequences of privatization. Part of the package was an offer to sell shares to an ESA at a lower price and to allow ESAs to take out loans to purchase stock. Participants learned various details and requirements of the ESAs along with some of their problems.

A new unified labor law has been reviewed by the Shura Council (upper house of parliament) and passed to the People's Assembly. If passed in its present form the new law would give owners the right to close a plant and fire workers. In turn workers would be given the right to strike, even under Emergency Law. Other provisions stipulate conditions an owner has to meet in order to close a company. They also include a requirement to provide workers severance compensation. The law also promotes arbitration to settle labor disputes. And the law does not abrogate Law 35, which gives unions the right to organize, even in Egypt's free zones. Finally, the day of lectures turned to social security legislation that is being considered, but has not yet been reported out of the Shura Assembly.

One whole day, the eighth day of the workshop, was given to preparing for, constructing, and discussing a Time Line covering Egypt in the 20th Century. Participants joined in identifying the political and legal events that shaped Egypt's development. Two significant periods were identified--the socialist period (approximately 1956-81) and a transition to a free market economy. Participants reviewed the major differences in the assumptions and conditions that formed the foundations of both periods. They then entered the economic events of these two periods and noted how World Bank loans coincided with major political events. They came to appreciate the interaction between political and economic events.

Participants learned what unions in other countries have done to deal with and participate in globalization and privatization. These were as follows:

1. The first, and most important, is to become informed. Unions need to monitor WTO activity and the schedule of privatization so they can anticipate events that will have a big impact on them and their workers. For example, unions obtain information about which sectors or companies are scheduled to be privatized, then as a basis for educating workers in those sectors/companies about what is going to happen and what they can do about it. Unions have found what unions and their federations in other countries have done, what worked, and what didn't.
2. Unions also can consider joining an international federation.
3. Unions elsewhere have sought and obtained regular briefings with government and business to discuss globalization and privatization issues. They have established regular channels for informing government and business of their position on key issues.
4. Unions have succeeded in getting their representatives appointed to country delegations to the World Trade Organization and other meetings.
5. Similarly unions from some countries participate in Ministerial Meetings that occur every two years.
6. Some unions have joined international campaigns and alliances of organizations interested in evaluating the impact of globalization and irresponsible corporate behavior and taking action.

All these options have to be evaluated to determine the extent to which they are appropriate in the Egyptian context.

Perhaps the most important day of the workshop was the next-to-last day when participants put together an action plan for the next twelve months. Workers' University and Solidarity Center staff led participants in a strategic planning exercise. They generated vision statements, reviewed foreseeable constraints, identified things they can do to remove those constraints and outline actions they will undertake at the Workers' University, in the institutes, and at workers centers. Their work product is attached. Proposed activities include updating a data base on economic issues, producing a monthly bulletin to keep union leaders and workers informed about key issues, preparing an Economic Literacy module the WU will use at 9 seminars from October 2002 through June 2003, and conducting 22 economic literacy workshops in the next three months.

On the last day participants acknowledged that they had learned a lot in those areas they had identified at the beginning of the workshop as most important to them. High on that list, participants mentioned the World Bank, the International Monetary Fund and their operations. They also expressed satisfaction with what they had learned concerning GATT, WTO, privatization, and their positive and negative consequences. They were less satisfied with the workshop's performance concerning things unions can do to deal with globalization and privatization, the new unified labor law, and globalization and its impact.

The participants left feeling confident they could organize and conduct a workshop covering privatization, international financial institutions, and the WTO. They also felt confident they could do a good job of leading unions and workers in a strategic planning exercise to product an action plan. The participants gave the workshop high scores on content, methods, and materials, but were dissatisfied with the scheduling. They noted failure to keep to the schedule, scheduling too many lectures back-to-back and too late in the day, and not allowing enough time to adequately cover topics.

Participants left as eager to learn more as when they came. Their keenest interest is to learn more about the dimensions and operations of international economics. Second on their list of things they want to learn more about is what unions can do to cope with globalization and privatization. Almost as important for participants is their desire to learn more about Egypt's economy. Aside from these top three interests participants also expressed an interest in international financial institutions, privatization, basic economics, political economy, strategic planning, and pedagogy in that order.

Observations

Workshops are moments cut out of the normal course of events. They provide an opportunity to learn process, and decide on what to do. In the end they usually end up with a lot of unfinished business. There's always more to learn, more information to process, and the business of undertaking the action that had been decided upon. This workshop was no different. Yet, underlying all this unfinished-ness, participants and sponsors left the workshop with a good deal of hope. For one thing, it was generally realized that privatization and globalization are human endeavors and as human endeavors they can be shaped and controlled. Consequently, they become less objects of fear and targets of obstruction. There was a significant shift from how do we oppose these events in our lives to what can we do to live and work with them to insure our own and our country's best interests. If this observation is accurate, then the workshop will have accomplished a lot. See the attached Workshop Summary, which highlights some of the participant's observations.

Part of the unfinished business of the workshop is the action plan participants outlined. To succeed the efforts outlined have to be closely monitored and highly supported. One kind of support is plans to bring these participants together during October 8-10, 2002 to review their field experience, learn more about the issues they have targeted as important, revise their action plans, and motivate one another. Three months of fieldwork will give the participants enough experience to make such a "check in" workshop worthwhile.

**Participants in the Economic Literacy Workshop
Workers' University--Cairo, Egypt
June 23 -- July 4, 2002**

Names:	Gender	Age	Major	Job
1. Hesham Ezzat	Male	39	Master of Economics	Administrative & Financial Director (WU) Cairo
2. Mohamed Ahmed Ibrahim	Male	46	Secondary School	Labor Educator (WU) Alexandria
3. Wahiba Mohamed Taha	Female	51	B.A. Cooperatives Studies	Head of Unions Management Department (WU)
4. Khaled Abd El Azim Aiad	Male	41	B.A. Commerce	Labor Educator (WU) Aswan
5. Iman Ezz El Din (new)	Female	43	B.A. Arts	Head of Illiteracy Department (WU) Cairo
6. Mohamed Gaber Youssef	Male	36	B.A. Law	Labor Educator (WU) Alexandria
7. Khaled Farouk Abd Elwahab (new)	Male	32	B.A. Law	Labor Educator (WU) Cairo
8. Hend Mohamed (new)	Female	24	B.A. Archaeology	Labor Educator (WU)
9. Mohamed Ibrahim El Anwar (new)	Male	32	Master of Cooperatives Studies	Head of Education Department (WU)
10. Mohsen Mourad	Male	59	B.A. Commerce	Dean of Labor Relations Institute (Institute) Cairo
11. Ossama Abd El Fattah	Male	38	B.A. Commerce	Program Supervisor (Institute)
12. Eid Mahmoud El Bendary (new)	Male	37	Master of Science	Labor Educator (Institute) Tanta
13. Khaled Amin (new)	Male	36	B.A. Commerce	Labor Educator (Center)
14. Nabil Abd El Fattah Amer (new)	Male	42	B.A. Commerce	Labor Educator (Center) Bahira
15. Iman Hosni Salah El Din (new)	Female	28	B.A. Social Services	Labor Educator (Center) Sohag
16. Sadad Atta El Basyouny (new)	Male	37	B.A Agriculture	Labor Educator (Center) Bahira

(WU) Workers' University.

(Institutes) The Workers Education Association has 7 Institute.

(Centers) Located in 22 Districts operate under the Workers' University.

Guest Speakers and Resource Persons

Name	Title	Organization
Emad El Din Hassan	General Director of the Workers' Education Assoc.	Workers' University
Aisha Abd El Hady	Women Secretary	Egyptian Trade Union Federation (ETUF)
Ezzat El Bendary	Vice President	Court of Cassation
Mohamed El Shaarawy	President of General Trade Union for Tourism	Egyptian Trade Union Federation (ETUF)
Mohamed Rafaat	Director of Technical Office Workers' Univ.	Workers' University
Dr. Mohsen Marat	Dean	Institutes for International Labor Relations
Dr. Fatma Al Sherbini	Professor of Economics	Zagazig University
Abd El Salam Ayad	Consultant	Workers' University
Abd El Halim El Dib	Consultant	Ministry of Social Affairs
Tyler Holt	Privatization Advisor	USAID/Egypt
Marat Terterov	Privatization Consultant	CARANA Corporation
Daniel O'Laughlin	Representative	Solidarity Center
Pamela Sparr	Economist	Free Lance
Zeinab Baghdady	Assistant to the Representative	Solidarity Center
John Villaume	Consultant	Free Lance

CHALLENGES EGYPT FACES TODAY

- Attracting local and foreign investments.
- Stopping dumping--companies importing and selling goods below real cost. This has resulted in monopoly, plant closures, and unemployment.
- Reducing governmental bureaucracy. Too many laws and administrative rules restrict development.
- Increasing exports and earning hard currency.
- Reducing layoffs; official unemployment is 8 percent.
- Competing under GATT terms.
- Reducing poverty; the official poverty rate of 23 percent.
- Increasing funding for sufficient scientific research.
- Increasing funding for training.
- Reducing population growth, coping with over-population, and improving demographic distribution.
- Reducing governmental foreign debts.
- Reducing the brain drain.
- Eradicating illiteracy.
- Educating workers and citizens about economic issues.
- Improving capital flows.
- Improving liquidity.
- Improving the purchasing power of the Egyptian pound.
- Improving planning.
- Reversing the current economic recession.
- Increasing savings.
- Reviewing and renewing the social contract.
- Improving the quality of Egypt's schools.
- Reducing and eliminating environmental pollution.
- Examining customs and traditions.
- Reducing political instability in the Middle East.

WORKSHOP SUMMARY

During this workshop participants reached important insights. Here are some of the statements we were able to capture.

1. Privatization and globalization are tools that Egypt can use to improve the use of scarce resources and to produce significant social and individual benefits, but they are means and not ends in themselves.
2. Globalization and privatization offer the promise of both social and individual benefits. However, whether they deliver those benefits depends on a number of factors. One factor is the role that government and unions play in discussions before economic events occur. For example, the privatization of an enterprise or Egypt's entering into an international trade agreement. Another factor which determines whether privatization and globalization produce individual and social benefits is the role government and unions play in monitoring globalization's and privatization's impact on Egyptian society, the environment, and the economy as time goes on.
3. Unions have a role to play in privatization and globalization in Egypt generally. Responsible and effective involvement requires getting informed and continually monitoring events. Much can be learned from what unions in other countries and what union federations have done.
4. Capitalism and competition can produce significant benefits. One of those benefits is the improved use of Egypt's assets. However, achieving that benefit requires certain conditions. Without those conditions capitalism and competition cannot truly operate and the promise of individual and social benefits is likely to be an empty promise.
5. Responsible capitalism involves investment in economic enterprises that produce value-added goods and services over the long run. Investment in quick profits producing frivolous goods or services is not responsible capitalism. Speculative investment is not responsible capitalism.
6. Politics and economics are intertwined here in Egypt and globally. It is impossible to separate them
7. The government of Egypt is in a sufficiently strong position to insist on slower, more careful privatization.
8. Economic blocs also can influence how privatization and globalization occurs. They can strengthen a given country's bargaining position in trade negotiations.

ECONOMIC LITERACY STRATEGIC PLANNING WORKSHOP
JULY 3, 2002

Mission Statement: Upgrade the cultural, economic and educational levels of Egyptian workers and strengthen their unions in order to enhance involvement and participation in decision-making.

Overall Focus Question (for the Strategic Planning Sessions): What can we do to strengthen the trade union movement in Egypt through education to have workers participate in economic development?

Vision Workshop Focus Question: What do we want to achieve within three years to strengthen the trade union movement and increase education on various aspects of economic development?

- 1) A more democratic TU movement;
- 2) Increased participation in economic development issues;
- 3) Increased productivity = increased competitiveness and exports of Egyptian products;
- 4) Good knowledge of privatization and TNCs;
- 5) TUs operating inside Egypt's EPZs;
- 6) Elimination of passive attitudes of workers;
- 7) Increased awareness about use of human resources;
- 8) Economic illiteracy eradicated;
- 9) Skills in place for GATT challenges;
- 10) Greater participation in decision-making.

Constraints Workshop: The constraints that may prevent us from reaching our vision.

- 1) TUs don't budget adequately for training;
- 2) Lack of access to new technologies;
- 3) Anti-union attitude of businessmen;
- 4) Limited financial resources;
- 5) Lack of data and information;
- 6) The spreading of illiteracy;
- 7) Inaccessible technical training;
- 8) A large section of workers don't take training seriously;
- 9) Little cooperation with owners and educational institutes;
- 10) Owners deny the existence of TUs;
- 11) Workers are not aware of the dangers in the current economic situation;

- 12) A general lack of resources; and
- 13) Employers don't place adequate importance on training.

Proposals Workshop: What can we do to deal with the obstacles in order to realize our vision?

- 1) Upgrade the data base center at the Workers' University;
- 2) Conduct cost efficient workshops;
- 3) Obtain information from such places as the Center for Decision making, international TU organizations such as the ALO, the State Information Services and the internet;
- 4) Negotiate with employers in order to support training programs;
- 5) Conduct illiteracy eradication programs for workers;
- 6) Where possible, offer workers a financial incentive to participate in training programs;
- 7) Make use of the media to highlight the advantages of training;
- 8) Obtain additional financial assistance from international institutions;
- 9) Launch a media campaign to highlight the importance of cooperation between employers and TUs;
- 10) Training and awareness programs to bring employers and workers together;
- 11) Agree with specialized bodies do offer training on modern technology;
- 12) Conduct education and training programs as provided for in the present labor legislation; and
- 13) Conduct literacy campaigns and educate workers on the need to eradicate illiteracy.

Implementation Workshop: What are our priorities? What activities do we propose to implement within the next year? Within the next 90-Days?

The participants planned in three groups representing:

- 1) The Workers' University
- 2) The Seven Institutes under the Workers Education Association
- 3) The Area Groups (Centers) under the Workers' University

Numerous activities to be conducted during the next 90-days and one year were proposed by the three groups. After the workshop, representatives of the groups were to meet with the Head of the Technical Office of the Workers' University to prepare a coordinated implementation plan for consideration by the Director of the Workers' University. The preliminary plans of the three groups prepared on July 3 are as follows:

WORKERS' UNIVERSITY (WU) GROUP:

- 1) Upgrade existing data center to deal with economic literacy issues. Prepare for computer and Internet courses at the lab of the WU. Begin courses in October. Conduct 6 courses during October and December, 6 courses during January and March, and 6 more courses during April and June;
- 2) Conduct economic literacy workshops for different categories of workers. 2 courses in July, 4 in August and 4 in September;
- 3) Upgrade the existing monthly bulletin on economic changes in Egypt produced by the Department of Research at the Workers' University.

SEVEN INSTITUTES GROUP:

- 1) Prepare for workshops on international economic changes;
- 2) Conduct 10 workshops on economic literacy during July and September;
- 3) Prepare to conduct 9 seminars on economic awareness of 2-days each during the period October through June;
- 4) During July and September prepare for 9 seminars on gender and privatization to be conducted before June, 2003;
- 5) Assist in editing the module on economic awareness for Workers' University. Editing team is as follows:
 Mohsen Mourad – Dean of Labor Relations Institute;
 Mohamed Ibrahim – Labor Educator at Workers' University;
 Hesham Ezzat – Director of the Workers' University in Tanta;
 Mohamed Gaber – Labor educator at the Workers' education Association;
 Mohamed Raffat – Director of the Technical Office at the Workers University;

GROUPS (CENTERS) GROUP:

- 1) Develop a newsletter/bulletin – Meet with the head of the Technical office of the Workers' University. Present draft to the Director of the Workers' University;
- 2) During July through September prepare for economic awareness workshops on privatization, globalization and GATT for members of trade union committees; 1-day seminars for 50 participants;
- 3) During July through September conduct 10 economic awareness workshops for members of trade union committees; 20 participants each workshop.

Dates	Place	Description	Men	Women	Total
Sept. 16-19	El Mansoura	Economic Literacy Workshop	24	0	24

The economic literacy workshop was held during September 16-19, in Mansoura. Twenty-four participants represented three textile companies: Dakahlia Textiling Company, Mit Gamr Textiling Company and Domiat Textiling Company.

On the first day the facilitators of the workshop spoke about the status of the Egyptian economy. They stressed the significance of the workshop and the need for workers to become more aware about economic issues. The Egyptian economy (as the global economy) is changing rapidly and through the efforts of the Workers' University workers can become more informed. They addressed the changes that have taken place since the gradual introduction of privatization since 1981. They mentioned that by working together unions could improve the state of the Egyptian economy. The facilitators spoke on the recent changes in the world economy, globalization, privatization and Breton Woods agreements – the World Trade Organization (WTO) and General Agreement on Trade and Tariffs (GATT).

On the second day, they spoke in more detail the process of privatization in Egypt and how it differs from other countries. They facilitators also utilized more participatory methods, where participants were encouraged to share their opinion on the Egyptian economy and the current state of privatization. They spoke on the transition from socialism to capitalism, particularly since 1981 when President Mubarak was elected to power. Participants were encouraged to give their perspective and mention the impact(s) on their individual companies. Participants mentioned that under socialism people were underemployed, but treated better. Many were thankful that the transition in Egypt, unlike many other places, has been gradual. The facilitators explained the history and role of the WTO and the GATT and the emerging General Agreement on Trade in Services (GATS).

On the third day, the participants were introduced to several topics: unified labor law, early retirement, the role of ESOPs and international lending institutions. Participants were made familiar of the new labor law, under which many of the benefits afforded workers, such as social insurance, maternity leave and working hours have changed. Participants then discussed an issue that seems to permeate many economic literacy and strategic planning workshops, ESOPs. The facilitators mentioned that there is unfortunately a lack of awareness of the importance of workers establishing ESOPs. When they do however there are times when they are tempted to sell their share at a higher price on the market. An awareness campaign is being raised in order to make workers aware the advantage of an ESOP having a seat on the board of directors. Upon discussing the collective bargaining advantages of ESOPs, the participants moved on to international lending institutions. The participants studied the history and structure of the International Monetary Fund (IMF) and the World Bank (WB) and some of the impact of the lending policies placed upon the Egyptian economy.

On the fourth day, the participants laid out their strategic plan consisting of their vision, constraints, and a plan of action. Once they had completed their strategic plan, the facilitators spoke on the role of trade unions in an increasingly privatized Egypt. The three companies then provided a plan of action to be followed within the next coming period. Domiat Textiling Company will conduct ten basic education workshops and will also focus on specific topics such as enforcing health and safety measures at the workplace. Mit Gamr Textiling Company will conduct twenty educational workshops, four marketing workshops, negotiate with management in order to provide medical coverage for workers and their families and renew old machines in order to decrease expenses. In some companies old machinery is sold as spare parts in order to raise more income to pay installments on the ESOPs. Dakahlia Textiling Company will host five new showrooms and will conduct twelve workshops. The participants concluded that although Egypt is privatizing through a gradual process, workers need to become more familiar with new

terminology, such as globalization, privatization, IMF, the WB and other new economic trends. As the workers and union leaders become more sophisticated in their knowledge of the changing economic environment they will become more effective in defending workers' rights.

Dates	Place	Description	Men	Women	Total
Dec. 15-18	Aswan	Economic Literacy Workshop	22	3	25

Attended by 25 members of the union committees from three hotels in Aswan:

Oberoi Hotel

Old Cataract Hotel

Kalepsha Hotel

This workshop dovetailed with a similar workshop for members of union committees from the Construction union. Training sessions were held first at the Tourism and Hotel workshop. The next day staff conducted the same training sessions for the Construction union. Training staff consisted of two members of the Workers' University Follow Up Committee and four newly trained staff who work out of various Workers' Education Association Centers (WEA) in southern Egypt.

Mohamed Ibrahim and Hesham Ezzat, the two Follow Up Committee members, were responsible for both workshops. They developed a schedule with the new trainers, coordinated the work of the new trainers during the workshop, and conducted the Strategic Planning sessions of the workshops. The four new trainers specialized in one or more of the units of the workshop. Hassan Ibrahim Ali, director of the WEA center at Beni Mazar, a union committee member, and an office holder in the NDP, led the units on privatization and globalization. Tariq Samed, director of the WEA center in Beni Suef and a lawyer, was in charge of the units on the New Labor Law. Ahmed Helmi Sulliman handled the STEPS to privatization and points for union intervention. And Mohamed Ahmed Saddiq, director of the WEA center in Fayoum, led the participants in constructing modern Egyptian history.

The four new trainers worked well individually and as a team. Each demonstrated an excellent level of understanding of the topic matter they covered. They also demonstrated that they had internalized many of the principles of participative training in which they had received training at SC conducted workshops.. They invited the participants to contribute, listened well to what the participants had to offer, acknowledged those contributions, and used them as the basis for handling the material. During sessions, those not presenting helped participants with assignments, answered questions, helped clarify technical points, and otherwise helped their colleagues.

The SC one-day workshop on 11 December appears to have had an impact. The workshops in Aswan followed a new schedule that revealed the Follow Up Committee and the trainers had given considerable thought to the nature and purpose of each of these economic education workshops. The logical sequencing of activities was significantly improved as compared with the pilot workshops conducted in September. Each session covered material that provided the foundation or reference point for a subsequent session. The total sequence led from sharing

participants' concerns to an historical understanding of the context in which the problems unionists face arose, to an update of current events and how they impinge on workers and their families, to an exposition of potential action. All this was then followed by a day-and-a-half of strategic planning during which the participants put together a one-year plan and a 90-day action schedule.

Here is the new schedule.

	Day 1	Day 2	Day 3	Day 4
1st Session	Opening formalities Introduction of participant by one another	Participants' Concerns and Issues	The Pros and Cons of Privatization: Participants' Case Studies	Strategic Planning
2nd Session	Modern Egyptian History: Participants Construct a Time Line related to economic developments	Globalization and the History of Privatization in Egypt	Strategic Planning	Strategic Planning
3rd Session		STEPS--the Path of Privatization for individual firms and potential union intervention points		Strategic Planning
4th Session		The New Labor Law	Strategic Planning	Evaluation Certificates

Participants' reaction to the new participative approach went through an extreme transition. By the end of the first day they pleaded not to be given another small group assignment or to put down their thoughts on paper and present them to the larger group. "Just tell us what we have to know," they said. The training staff held firm and by the end of the third day the trainees had taken to becoming participants in their own learning and to see that the learning has a purpose--to plan and then conduct some action. It would be a little far fetched to claim that the work is done in Aswan, but it is fair to observe that a good start has been made. Participants in the Tourism and Hotel workshop were very informed and have a history of taking action to pursue their interests while dealing with international hotel management firms that operate the biggest and most prestigious hotels in Aswan. The participants also are relatively highly educated. Approximately half have graduated from university. And there were at least a half-dozen diploma and masters degree holders. After working their way through their resistance to the new approach, they proved adept in learning putting an action plan together.

Holding two training sessions at virtually the same time, just lagged by one day, had some clear benefits. One, it provided critical mass. The new trainers felt comfortable working "together" although each took responsibility for their own sessions. They provided one another mutual support. Two, members of the follow up committee had the opportunity to provide close supervision and support for these new trainers as they presented the new material using new methods for the first time. Three, having the two sessions operating side by side doubled the number of trainees for virtually the same expenditure in travel and lodging costs. This scheduling is highly recommended for the other trainers as they "roll out" the new economic education workshops. In a planning session at the workshop, the participants proposed to conduct

economic literacy awareness programs for members of the trade union committees in the three hotels, and to relate provisions from the proposed labor law to economic issues.

Dates	Place	Description	Men	Women	Total
Dec. 16-19	Aswan	Economic Literacy Workshop	22	3	25

Economic Education Workshop for Union Committee Members from the Construction Workers Union in Aswan, Egypt. The activity was held at the Labor Federation Center in Aswan, and was attended by 25 members of the union committees from the union committees at various construction companies. The largest of these was the largest construction company in the Middle East, Arab Contractors, formerly Osman, Osman and Sons. This workshop dovetailed with a similar workshop for members of union committees from the Tourism and Hotel union. Training sessions were held first at the Tourism and Hotel workshop. The next day staff conducted the same training sessions for the Construction union. Training staff consisted of two members of the Workers' University Follow Up Committee and four newly trained staff who work out of various Workers' Education Association Centers (WEA) in southern Egypt. Mohamed Ibrahim and Hesham Ezzat, the two Follow Up Committee members, were responsible for both workshops. They developed a schedule with the new trainers, coordinated the work of the new trainers during the workshop, and conducted the Strategic Planning sessions of the workshops.

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Dates	Place	Description	Men	Women	Total
May 5-8	Tanta	Economic Literacy Workshop	25	0	25
May 19-22	Port Said	Economic Literacy Workshop	20	0	20

1. Tanta

The opening session was attended by Mr. Mohamed El Etreby Under Secretary of the Ministry of Manpower, head of the Federal Union in Gharbeya, Mr. Sayed El Sawy head of the Local Union for Gharbeya workers, Mr. Ahmed Nosseir head of the Workers Education Association (WEA) in Gharbeya, Mr. Mohamed Raafat head of the technical office in the Workers' University (WU) and Mrs. Zeinab Baghdady assistant of the representative of the Solidarity Center. The participants of the economic literacy and the core labor standards were gathered in this session. The speeches began with a commendation of the relation between the Solidarity

Center and the WU. They also mentioned the implementation of the core labor standards in encouraging exports, GATT agreements, the ILO concepts and the balance between workers and owners. Mrs. Baghdady declared the role of the Solidarity Center and its relation with the WU, consisting on the new goals of the programs (not only for workers, but also for the owners and the Governorate). Prior to beginning the rest of the workshop the participants asked questions regarding: a) the role of the unions to implement the new labor law, b) exports and the goals that the participants wish to fulfill in the next period, c) fears and concerns regarding the new labor law and unemployment, d) privatization, e) Egypt dealing with the international agreements, the core labor standards and the GATT agreements.

On the second day, a facilitator at the WU in Tanta gave an overview of the history of the Egyptian economy since the revolution in 1952. The participants stated the events of each year and demonstrated good knowledge of economics and history and were engaged during the discussion. They wanted to enhance their knowledge and were disappointed because there was insufficient time to look on the new labor law. In the second session, Mr. Nabil Amer a facilitator at the WU in Behera began the discussion with the following focus question: “Why does the government encourage the privatization?” The lecturer talked about the formation of the WTO in 1995 and its conventions like GATT, GATS and TRIPPS. He also explained the steps of the economic coalition and the Arab states wish to form a common Arab market.

On the third day, the first session defined privatization, its forms, procedures and steps. According to the participants there was a wrong implementation of privatization in Egypt. They were divided into five groups and each group talked about an example of problems faced in their company after privatization. The last session of the day dealt with strategic planning.

On the last day the workshop began with the following focus question: “What could be accomplished to reinforce the workers’ activity in Egypt by developing the Union Committees in one year?” The participants proposed their vision of what they wish to achieve: a) having a better system to give incentives to the workers, b) improving the work circumstances, c) enhancing the technology, d) reinforce the Union committees, e) improving management and marketing. Then they put the contradictions that can stop these visions a) not enough funding, b) workers are unaware of their rights and the role of the union committees, c) the owners are not cooperative. Then the participants put the solutions (strategic directions) to achieve their aim and eliminate the constraints a) increasing the role owners play in the development programs, b) increasing the number of workshops by trainers of the WU and the WEA at the companies, c) getting funds from the Union committees. Each company laid out a strategic plan that will be implemented and followed up in the next period. The principal activities of this plan is to hold workshops on the following issues: a) economic literacy for Union committees, b) core labor standards, c) privatization, d) the new labor law, e) marketing and sales policy, f) for enhancing the product and its quality. According to the SC staff person, although the participants were informed they were willing to learn more about different issues: new labor law, privatization, and core labor standards, ILO, WTO and GATT. They even made a big note and hung it on the wall to discuss it with the facilitators.

2. Port Said

The opening ceremony was attended by: a v of the MOM, the head of the federal union in Port Said, a representative of the federal union in Sharkeya, a head of the technical office of the WU and the SC representative. They discussed ILO Conventions particularly concerning child labor, core labor standards and the Egyptian Labor Law. A facilitator of the WU talked about the Egyptian economy and privatization, and the transition from socialism to capitalism and the impact on workers. Additionally how the unions can prepare for development??? The second day began with a definition of privatization and participants mentioned that they were not happy with the current implementation. Many workers are given early retirement as an incentive, but do not realize the drawbacks and end up spending most of the money within a short time. The participants were divided into two groups, public sector (post, manpower, and railway) and private sector (tourism) where they brainstormed on the implementation of privatization. On the third day, they took a look at the Egyptian economy discussing the key events in the process of privatization during the last 50 years, and looked at the differences between the different presidencies. The next session dealt with the definition of strategic planning, participants were divided into three groups a proposed their vision that they wished to accomplish within the next year: a) the role of specialized secretariat in the union committees, b) strengthening the effectiveness of the union leaders, c) develop the union membership, d) enhancing the media coverage of the plight of workers in the face of privatization. On the last day they listed their constraints: a) the relationship between the workers, owners and the union committee, b) the lack of media attention paid to privatization, c) the union committee members are given are different treatment than other workers, d) the lack of funding for the union activities.

3.2 Institution Building

Train-The -Trainers program, objectives of new activities:

- Increasing the number of labor educators from 21 to 31 over the period of the grant.
- Conducting training seminars.
- Revitalizing labor education and the training centers located in the 26 governorates using previously developed modules and the cadre of qualified union trainers.

3.3 PUBLIC POLICY PARTICIPATION

3.3.1 Gender Equity Programs

Objectives of New Activities

- Continuing the results of the previous grant by providing the necessary training seminars for the development of Egyptian trade union women, allowing them to take their place in the labor movement.
- Improving the Women's Committee's managerial, administrative and educational capabilities.
- Developing leadership programs in conjunction with a summer school for union women to be held in Egypt based on the US model and incorporating its proven benefits.

**GENDER EQUITY WORKSHOPS CONDUCTED DURING THE PERIOD
DESCRIPTION OF WORKSHOPS**

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
Feb 12-14, 2002	Leadership, WU –SP	0	30	30	3	90
Mar 11-15	Leadership, WU	0	30	30	5	150
Mar 30-Apr 3	Reg. leadership, Abu Sultan	15	25	40	5	200
May 2-5	Reg. Leadership, Alex.	8	32	40	4	160
July 1-4	Leadership, WU	1	31	32	4	128
July 21-24	Leadership, Abu Sultan – SP	14	16	30	4	120
July 26-28	Leadership, WU - SP	21	9	30	3	90
Aug 26-29	Reg. Leadership, Kena	5	27	32	4	128
Sep 29-Oct 2	ICATU Women's Committee	0	30	30	4	120
Oct 7-10	Leadership, WU	0	30	30	4	120
Oct 13-17	Summer School, WU	2	58	60	5	300
Dec 15-19	Leadership, WU – SP	5	30	35	5	175
Jan 11-15, 2003	Leadership, Aswan	33	32	65	5	325
Jan 21-23	Leadership, Alexandria	0	35	35	3	105
Jan 26 -30	Leadership, Abu Sultan	28	2	30	5	150
Feb 3-6	Leadership, WU	29	6	35	4	140
Mar 8-10	Leadership, WU - Labor Law	38	3	41	3	123
Mar 11-13	Leadership, WU - Labor Law	39	1	40	3	120
Mar 25-27	Leadership, WU	33	7	40	3	120
May 4-7	Leadership, WU - Labor Law	15	75	90	4	360
May 12-15	Leadership, Abu Sultan	30	15	45	4	180
May 18-21	Leadership, WU - Labor Law	50	50	100	4	400
June 15-19	Leadership, WU - Labor Law	60	10	70	5	350
June 22-26	Leadership, WU - Labor Law	63	7	70	5	350
June 28-30	Leadership, WU - Labor Law	10	30	40	3	120
Total No of Participants		499	621	1120	101	4624

Dates	Place	Description	Men	Women	Total
May 2-5	Alexandria	Regional Leadership Workshop	8	32	40

This workshop was held in Alexandria with forty participants representing different unions. Mr. El Sayed Rashed, president of the ETUF opened the session and delineated the importance of the union work and the new areas that ETUF has begun to embark upon due to the changing global economic climate. Mrs. Aisha Abd El Hady addressed the situation of working women, their rights and the new labor law regarding this issue. Mr. Fathy Abd El Latif, president of Alexandria local federation welcomed the two main guests and spoke about the local federation in Alexandria and their daily achievements in the field. The second session addressed trade union law and was followed by a discussion and a workshop concerning the labor law.

The second day began with a session on social security by Mrs. Saadeya Shahin. She spoke on the importance of social security for workers. This was followed by a workshop where they had to combine their knowledge of labor law, social security and the articles that they believe needed to be changed. Mrs. Samira Abu Misalam facilitated the second workshop regarding national and international core labor standards of work and their importance in creating safer working conditions.

The third day began with a workshop on health and safety at the work place, by Mrs. Zeinab Youssef Director of Vocational Health at the Ministry of Health. She explained the dangers confronting workers, injuries accrued as a result and the most serious illness of facing workers. Dr. Moustapha El Sayed, Dean of the Workers Population Center next addressed the empowerment of women in the second session, discussing the decision-making process and development of leadership. On the last day a discussion was held regarding the proposed labor law and the participants' opinion and lastly an evaluation was conducted of the workshop. Throughout the workshop the participants exchanged experiences on the further involvement of women in union activities.

Dates	Place	Description	Men	Women	Total
July 1-4	Abou Sultan, Ismailia	Regional Leadership training in Ismailia	1	31	32

This workshop was held in Palma Abou Sultan Hotel, gathering union members from twelve governorates, which are: Cairo, Giza, Alexandria, Kalyoubeya, Dakahleya, Sharkeya, Behera, Demyat, Port Said, Ismailia and Bany Suef. Mrs. Kawssar Abd El Fattah, from the Women's Secretariat Egyptian Trade Union Federation (ETUF) began by addressing its role in helping women and children. She examined the role of the Women's Secretariat of the Egyptian Trade Union Federation (ETUF) and also looked at the regional efforts, which involve Egypt. She asked the participants what they wished to obtain through this workshop and agreed on the following: knowing women's rights in the investment sector, knowing workers rights and duties in different work sectors and knowing the role of women within the union.

Mrs. Saadeya Shahin, from the Ministry of Social Insurance, spoke on the dangers workers may face and what kind of injuries the insurance covers. She then addressed law number 97/1975 mentioning workers' rights and social insurance. Thereafter began a discussion during which participants asked questions about the social insurance law. Mrs. Kawssar began the second day addressing collective bargaining, its importance and how can it be useful to every woman's career. Participants then shared their opinions on the weak points in the union. Dr. Hanan Fathy Sorrou, responsible for women in the International Labor Organization (ILO) office in Cairo, began the ILO session discussing its history, importance and its conventions.

On the second day, Mr. Mohamed Mubarak Mohamed spoke on various aspects of law number 84/2002 and how it relates to women. The next session concentrated upon influence, convincing and the spreading of new ideas. Mr. Mostafa El Sayed, the population institution dean, presented this session by discussing the importance of women and how can they be more effective in the country's future. He included the global position of women in his lecture. Additionally, he incorporated the role of religion and its influence in women obtaining leadership positions.

On the third day, the first session was about legal process. Mr. Farid El Azhary, a labor lawyer, addressed some points in the labor laws that were unclear to the participants. The participants were then divided into four work groups each one discussing a part of labor law number 35/1976. Each group then explained to the others some of the main points in the law. At the end of the day Mrs. Aisha Abou El Sooud, program designer at Channel 4 of Egyptian television, addressed the relationship between Egyptian women and the media and how television can help women realize their aims and improve self-image. On the last day, Dr. Zeinab Youssef, responsible for the workers safety at the Ministry of Health talked about the law number 137/1981 and the social insurance for workers and how can it be useful for the when an individual is injured. Mrs. Aisha Abd El Hady answered all the questions the participants had in mind about the laws, workers rights and duties during a workshop. The participants evaluated the workshop and thanked Mrs. Aisha and the facilitators for their work. They also expressed their wish to have more workshops in order to be able to improve the role of women in the future.

This workshop was useful for several reasons. Firstly, it gathered participants from twelve governorates in order to work on women's rights issues ranging from the investment sector to their role in the unions. Secondly, the issue of collective bargaining was raised and how knowledge of such an issue can be a useful tool for women. Participants were made aware of the importance of the Egyptian labor law number 35. Lastly, the issue of the mass media and television was addressed particularly in regards to the improvement of the image of women. The organizers of the workshop reported that the congregation of such a large number of participants from diverse governorates would lead to positive changes. They added that the workshop helped to increase teamwork and gave recognition to the importance and role of women in society.

Dates	Place	Description	Men	Women	Total
July 21-24	Abou Sultan, Ismailia	Implementation of Women's strategic planning workshop (Conflict resolution)	14	16	30

Abu Sultan is considered to be an ideal location to hold seminars due to its remote location, along the Red Sea. The activity in Abu Sultan took place over a period of four days. The overriding theme of the program, the role of women in Egyptian unions was brought to light on the third day with Dr. Hoda Badran’s presentation addressing the fostering of a relationship between the Arab Women Alliance and the Egyptian Trade Union Federation (ETUF). Mrs. Aisha Abd El Hady, Vice President of the Chemical Union and member of the Executive Council of the Egyptian Trade Union Federation (ETUF) welcomed the participants. After self-introductions the participants were made aware of the objectives of the workshop, including the proposed schedule of the different planned activities. The participants first role-played real life situations in order to learn how to apply conflict resolution methodology to possible collective bargaining circumstances. Through the session the participants were able to solve the conflict and later discussed the resolution process.

On the second day, there was a brief introduction of the previous day’s workshop and the participants then continued addressing teamwork and its characteristics. They then discussed collective bargaining strategies where participants were separated into groups and acted out real-life situations. They subsequently focused upon communication analysis utilizing Para verbal communication and how it can be a useful tool in collective bargaining situations. The last workshop of the day addressed communications and bargaining and the conflicts that arise when dealing with these two processes. The third day began with a summarized report of the previous day’s activities. The themes of the day’s sessions ranged from conflict resolution to case studies on intercession. Participants were versed on training skills as well as the preparation of training programs in the eighth workshop. Dr. Hoda Badran, president of the Arab Women’s Alliance addressed the relationship between her organization and the ETUF. Included in this particular workshop was a training session regarding collective bargaining. The fourth day consisted of a round table discussion headed by Mrs. Abd El Hady regarding solving conflicts in the workplace. As the four-day long workshop ended participants evaluated the activities that they had taken part in and concluded that bringing men and women together was a way of achieving better solutions. A further outcome of the workshop would be the empowering of women, wherein stereotypes would be broken and women would instead feel convinced to go back to their communities and make a difference.

Dates	Place	Description	Men	Women	Total
July 26-28	Worker’s University	Implementation on strategic planning workshop	21	9	30

At the request of the Egyptian Trade Union Federation (ETUF) the Solidarity Center funded an activity on child labor and women during a conference of the Organization for Trade Union Unity (OATUU) in Cairo. The workshop was held from the 26th through the 28th of July 2002 at the Workers’ University in Cairo. The workshop was organized by the Egyptian Trade Union Federation (ETUF) and the Solidarity Center, along with (OATUU) in collaboration with the International Labor Organization (ILO) and brought together trade union leaders from twenty-nine African states. The themes addressed were child labor, women and ILO Convention No. 182. The participants discussed Convention Nos. 182 and 183 regarding child labor, the protection of motherhood and the health of women. They also addressed ILO Convention 183 on the topics of motherhood and childhood. Motherhood was determined to be a right for every

woman and she should have the liberty to make decisions concerning her children without jeopardizing her job. Convention 183/2000 is a new version of 103/1952. The OATUU members organized a campaign with three components: ratifying convention 183 concerning the protection of motherhood, making sure that government and employers implement necessary standards and negotiating for better collective bargaining agreement. The convention includes: health protection for women, maternity leave, eliminating discrimination, sick leave and nursing hours. It was essential to change convention 103/1952 because of newer economic changes of accompanied by social changes. Under 103 a mother could not change her working hours while taking care of her child, however under 183 she can ask to work less hours. The trade union must provide federation policy, motivate members, pressure the government, follow-up on the implementation, utilize the media in order to reach a broader audience and must place motherhood on the agenda.

The participants suggested the following strategies for the campaign: conduct a comparative study of the current legislation and ILO Convention 183/2000 and to design and elaborate the working tools for creating consciousness utilizing ILO Convention 182. A Plan of Action should take into account the following objectives: the most disadvantaged groups such as the agricultural workers, the household employees and the women of the informal sector. A tripartite and multi-disciplinary working group should be set up due to the ratification of the convention and a multi-sectoral committee can monitor and evaluate the campaign. During the workshop a module was examined regarding “your health, safety at work” for women and children. With this module trainers can do the following: describe several kinds of female reproductive health problems, state health and safety issues and explain why child workers are more susceptible to occupational hazards and state health problems. They can additionally describe actions that could lead to elimination of child labor and lastly can outline procedures for humanizing the work of children.

Dates	Place	Description	Men	Women	Total
Aug. 25-29	Kena	Regional Leadership Workshop	5	27	32

From August 25 to 29 a regional leadership workshop was held in the Governorate of Kena, in Upper Egypt. The workshop explained the fact that women historically in Upper Egypt have not had a role that ventured beyond the home. The purpose of the workshop was to encourage women to be more proactive and realize that they can play a greater role in society and not have to be only limited to motherhood. Mrs. Aisha Abd El Hady Secretary of Women’s Secretariat of ETUF officially welcomed the guest speakers and the thirty participants. The guests were: Mr. Sayed Hamed, President of the National Union for Labor in Kena Governorate, Mrs. Magda Sleem General Secretary of the National Union and Mrs. Enayat Ahmed El Sayed National Counsel for Kena Governorate, manager of the Nile Media Center, Mrs. Saadeya Shahin a representative of the Ministry of Social Insurance and Dr. Mostafa El Sayed Dean of the Population and Environment Institute. Mr. Hamed gave an in depth explanation of the union’s creation and the role of the local unions. Mrs. Ahmed explained the role of the national women’s forum in determining the contribution of women in southern Egypt in their societies. Women have multiple essential roles that go beyond being a parent. She suggested that participants should give new ideas that could help solve problems women are facing.

On the second day, the workshop was held at the cultural center in Kena. Mr. Hamed was the first presenter. He requested that a piece of land from the governorate should be utilized in order to build an office for the National Union in Kena. He added that it is obvious by the number of people attending the workshop that workers are concerned with the role of women. Mrs. Abd El Hady explained the demographic and geographic location of Kena. Despite being “ignored” by the government Kena can potentially play an important social, cultural and political role. Mrs. Shahin then explained the complexity of social insurance laws. She focused on the protections afforded to workers in case of illness, disability, death and retirement. She facilitated a question and answer session where specific issues were addressed.

On the third day, after a brief report of previous day’s events, Dr. El Sayed gave a two-part lecture. He first addressed the need to increase the participation of women in the public and private sector, since they are important contributors in the development of society. He delineated their role on different levels: political, managerial, legislative, educational, unionist and ministerial. Dr. El Sayed affirmed that women are equally important as men to the social fabric of society and mentioned that women internationally have become empowered. The second section consisted of presenting a lecture on the art of persuasion and how this skill is useful in negotiations.

On the fourth day, Mrs. Shahin, continued her lecture on social insurance by explaining the beneficiaries such as widows, divorcées, children, parents, brothers and sisters and included case studies in her arguments. Participants were then encouraged to form groups where they discussed elements to be included in the proposed labor law. The following is a compilation of the recommendations that were mentioned: eliminate illiteracy, give women Identity cards (I.D.s) that have many functions one of which is as a voting card, conduct subsequent seminars and to implement a programs for adolescents. Lastly, by changing ingrained misconceptions of women, the participants believed that there would be an increase in female contribution and membership in local unions.

At the conclusion of the workshop a comprehensive report was presented along with the negative and positive points of the workshop. The friendly and cooperative atmosphere of the workshop led to the creation of many lasting friendships. Participants benefited from the presentations given by the guest speakers, however they believed that the time allotted for the workshop was too short. They were also grateful to Mrs. Abd El Hady for her personal quest to empower the lives of women in Egypt. The participants have become more familiar with the role of unions and the contribution that women can make. Overall the workshop was a success and encouraged women to develop their individual talents.

Dates	Place	Description	Men	Women	Total
Oct. 13-17	WU	Summer School – focus on peace	2	58	60

The purpose of the summer school workshop was to enable the participants and presenters to share their thoughts on peace, the role of trade union in the promotion of peace and their role in development of society. Fifty-eight women and two men participated in the workshop and approximately a third were under thirty years old. Mr. Ahmed Amawi, Mr. Saayed Rashid, Dr. Emad Hassen, Mr. Daniel O’Laughlin and Mrs. Aisha Abd El Hadi spoke at the opening.

The following presenters spoke on the following topics:

General Mahr Khalifa, a former general from the 1973 War: there should be a dialogue in order to achieve peace, Peace is one of the 99 names of God, for some peace is based on power and a tit for tat relationship. He also addressed the “just war theory” and mentioned that “the state of war is the rule and peace is the exception” and peace should be the most strategic option of all.

Ibrahim Azhari, head of the general association of chemicals: created an acting group that comprised workers from different companies that came to perform plays that addressed issues relating to the daily life of workers, he also established a scouting camp for youths and workers to learn survivalist skills, workers can also utilize the library, computer center and other facilities – in Helwan and in Aswan.

Saadeya Shahin, representative of the Ministry of Social Insurance: social insurance is the foundation of peace and justice, workers have become more unified under the umbrella of the unified social insurance law of 1975, they are now protected and there is comprehensive security net that in a nutshell protects workers’ right and helps to achieve social, political economic and social justice.

Daniel O’Laughlin, representative of the Solidarity Center: discussed trade unions and peace from the American perspective, he shared “Mark Twain’s War Prayer” and stated that peace is not necessarily the absence of war. He spoke on the peaceful struggles of American unions for workers’ rights. Examples included AFSME, UFW, and the role of Martin Luther King and the civil rights movement, and of the origins of Mothers’ Day as a day of protest against war. Further topics included, peace camps and peace support groups, liberation theology, Rosa Parks and her role in propelling the civil rights movement. He asked the participants their expectations for the workshop and whether they were any specific answers that they wished him to address.

Theresa O’Laughlin, intern at the Solidarity Center: spoke on union summer, American youth activism on university campuses and her activism with peace organizations.

A lady representing Al Ahram newspaper: the impact of globalization from the perspective of the media.

Ambassador Ahmad Ghamrawy: addressed the misunderstood roles of the mujahaddin who are freedom fighters to some and terrorists to others, the clash of civilizations and the slant of the media.

Hussein El Amal, a member of parliament: if the laws are just we will live in a just society, workers need laws that will protect their rights in view of globalization/privatization. Unionists need to be more active in the field as well as in decision-making levels (i.e. drafting legislation), collective bargaining, increase their potential roles and awareness.

Ahmad Harak, representing the media: the media can play a potentially dangerous role by changing the perception of people (the US media and their distortion of the Muslim people) dangerous.

Mostafa Saayed, dean of the population and environmental institute: women are marginalized and can play a more comprehensive role in developmental issues, peace cannot be achieved overnight, need patience because it requires dialogue, we must be more accepting of others. He reemphasized the name of God is Peace and that all religions call for peace (extremism exists in all religions). He addressed the requirements for development: illiteracy, financial institutions, the value of women must be increased and there must be a solid foundation in the economic, political and social structures.

Pamela Sparr: spoke on the role of American women in the peace movement, from Jane Adams to the Women in Black. She also mentioned her efforts in peace advocacy and spoke of a friend who lived in Palestine with a Palestinian family as a means of protecting them from the Israeli army (since they would be less likely to shoot a person with a US passport – she slept with her passport in her hand). She spoke of peace camps and that women are generally the first victims of war.

The atmosphere was charged due what seems to be an imminent war against Iraq and the ongoing conflict between the Israelis and the Palestinians. Despite it all, the workshop was a success and the women were eager to learn. They wished to open a dialogue, especially between the youth of America and Egypt, as well as with the workingwomen of America. They wrote a message to President George W. Bush mentioning that he should not pursue aggression towards Iraq, but should be more sympathetic to the Palestinians and should seek peace versus war. The workshop was important because it allowed the ETUF Women’s Secretariat the opportunity of tying their gender efforts with the theme of peace. The presence of SC personnel enabled the participants to learn to position of the AFL-CIO regarding the struggle for peace in the Middle East.

Dates	Place	Description	Men	Women	Total
March 8-11	WU	Gender/Leadership Training	38	3	41
March 11-13	WU	Gender/Leadership Training	39	1	40
March 25-27	WU	Gender/Leadership Training	33	7	40

During the month of March three gender/leadership training workshops were held at the Workers’ University for members of the Chemical Union. The participants represented three manufacturing sectors: pharmaceutical, fertilizer and disinfectant and were members of the trade union committees at their respective factories serving as presidents, general secretaries, treasurer, shop stewards or regular members. Over the course of several days, the participants discussed several issues: a) the relationship between workers and employers, b) how to conduct collective bargaining agreements (CBAs), c) reviewing the Labor Law and the issues addressed within the document – (hours of work, conditions, health and safety issues, salaries). Within the last two years the pharmaceutical industry become one of the last to become privatized. Were the industry to become completely privatized prices would no longer be controlled and inevitably segments of society would loose access to cheap medicines. Not only would people become marginalized, but also workers would loose the few benefits that they have accrued under the current system (30% market shares, 10% workers’ ESOPs, and 60% holding company). Currently, 25% of the factories in the Chemical Union are privatized and 25% are under the holding companies. Workers agree with subsidizing medicines, but demand more benefits from

management in order to compensate for their hard work. The participants represent the liaisons between the employers, the government and the workers, therefore it is imperative that they acquire the necessary information in order to hone their bargaining skills. Kima, a fertilizer factory in Aswan exemplifies the importance of developing such skills. Management told the 2,000 workers that the company was losing money and as a result was going to close down. However, the workers were astute and through their relations with management they exposed the truth and prevented the closing of the factory. The company was not losing money, but in reality wanted to utilize the large prime real estate for a more lucrative venture – tourism. They held a meeting with the president of the holding company, the prime minister and other public officials who interceded on behalf of the workers. In view of these developments, organizing and workers' education have become necessary in view of the increase of the privatization of companies. Interestingly the number of union members has increased through the efforts of members of the trade union committees who have been meeting with their peers during breaks or in the evening, (some companies operate on a 24 hour shift). After conducting a survey, the General Trade Union (GTU) will increase union membership from LE 1,5 to LE 2, due to the increase in membership. Workers democratically decided that the increase was necessary.

The participants utilized different methodology in order to delineate their vision through a tree vision and listed the following: a) to build strong unions and strengthen the movement and create an apolitical trade union that will not be “embedded” with the government, b) unions will have to merge in order to be strong enough to resist increasing challenges brought on in the face of globalization and privatization (the petroleum and chemical union were in the past part of the same union), c) to increase workers' education in order for workers to be more sophisticated on economic issues in the face of the advent of globalization and privatization. The participants listed their constraints and mentioned: a) workers are uninformed and unaware of their rights, b) the unions may be prevented from meeting with their members, who therefore remain unsophisticated and illiterate which remain obstacles. The participants then devised their plan: a) workers were encouraged to review their copies of the national Labor Law, which is in its final draft, b) to organize their fellow workers and help build a strong union movement. The trade union committee representatives will report back to the other eleven members and will actively organize their peers on the factory floor. Henceforth, they will invite members of the GTU, along with members of management where they will discuss the new Labor Law and international conventions pertaining to workers' rights.

The workshops were successful in bringing together workers who came from different parts of the political spectrum, who decided to leave left their political differences aside and instead unite as workers. They all agreed that it was necessary for times to change, wherein the unions will no longer be embedded with the government and will eventually lead to a free and democratic trade union movement.

	Dates	Place	Description	Men	Women	Total
1.	May 4-7	Cairo	Gender/Leadership Training	15	75	90
2.	May 12-15	Abu Sultan	Gender/Leadership Training	30	15	45
3.	May 18-21	Cairo	Gender/Leadership Training	33	7	40
4.	June 15-19	Cairo	Gender/Leadership Training	60	10	70
5.	June 22-26	Cairo	Gender/Leadership Training	53	7	70
6.	June 28-30	Mahala	Gender/Leadership Training	10	30	40

During the months of May to June six gender/leadership training workshops were held at the Workers' University. The participants represented the 23 ETUF affiliates and were newly elected officers. Several meetings were attended by the officials: the Minister of Manpower and the President of ETUF, along with the treasurers and a member of the People's Assembly who was involved in the last debates of the law. The participants were members of the trade union committees. The focus of the workshops dealt with the new labor law and international conventions such as the International Labor Organization's (ILO) Declarations. Over the course of several days, the participants discussed several issues: a) the relationship between workers and employers, b) how to conduct collective bargaining agreements (CBAs), c) reviewing the Labor Law and the issues addressed within the document – (hours of work, conditions, health and safety issues, salaries), d) the relationship between the new labor law and the ILO declarations, and how the law will impact labor unions. The participants represent the liaisons between the employers, the government and the workers, therefore it is imperative that they acquire the necessary information in order to hone their bargaining skills.

The Minister of Manpower and the President of ETUF focused on the necessity of the movement at this point in time to become more organized, for workers to become not only more literate, but more sophisticated and involved in issues surrounding the Egyptian labor movement, in view of the increasing privatization of companies. Participants were split into groups and were given a list of articles that addressed the role of the trade union movement. Through participatory methodologies the participants felt ownership of the process through brainstorming the “how to do process” versus the cultural norm of “what to do.”

The participants utilized different methodology in order to delineate their vision through a tree vision and listed the following: a) to build strong unions and strengthen the movement and create an apolitical trade union that will not be “embedded” with the government, b) strengthen the unions in order to resist increasing challenges brought on in the face of globalization and privatization, c) to increase workers' education in order for workers to be more sophisticated on economic issues in the face of the advent of globalization and privatization. The participants listed their constraints and mentioned: a) workers are uninformed and unaware of their rights, b) the unions may be prevented from meeting with their members, who therefore remain unsophisticated and illiterate which remain obstacles. The participants then devised their plan: a) workers were encouraged to review their copies of the new Labor Law, b) to organize their fellow workers and help build a strong union movement.

Most importantly the participants want to spread awareness among their fellow unionists of the new Labor Law and its relationship with other national and international conventions. They were most interested in the ILO Core Labor Standards and how important adhering to the standards

will impact a country's exports. By delineating the cross cutting aspect of the ILO Core Labor Standards not only economically, but socially and politically the participants realized that workers can find solutions in terms of obtaining better cooperation among employers and government officials.

The newly elected members have been armed with a wealth of information that they can take back to their fellow unionists. They will share the information obtained on the new Labor Law and international conventions pertaining to workers' rights and actively organize their peers. The workshops were successful in bringing together workers who came eager to become more informed. They all agreed that it was necessary for times to change, wherein the unions will no longer be embedded with the government and will eventually lead to a free and democratic trade union movement.

EVALUATION OF ACTIVITIES

3.3.2 Child Labor

Objectives of New Activities:

- Establish a permanent advocacy role for ETUF and its affiliates in the struggle against child labor, including the ratification and effective implementation of ILO Convention No. 182.
- Raising awareness among ETUF officials and members regarding child labor issues.
- Train trade unionists in establishing grass roots Community Child labor Committees (CCLC)
- Remove children from unacceptable forms of child labor
- Establish local self-help groups
- Organize a national child labor conference

Report

During the grant period the Solidarity Center program supported 142 child labor workshops and follow-up workshops for 4,085 persons involved in child labor at the national, regional and village level. Details of the above activities are as follows:

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
Feb 23-24, 2002	Govte & Vill CLCs in Fayoum	15	40	55	2	110
Dec 22-23	Fayoum Govte Wksp	4	22	26	2	52
1/2	Vill Wksp, Dessia - Fayoum	9	31	40	1	40
1/7	Vill Wksp Agameen - Fayoum	5	2	7	1	7
1/10	Vill Wksp, Al Alam - Fayoum	5	26	31	1	31
1/13	Vill Wksp, Hamedeya - Fayoum	6	25	31	1	31
Jan 15-17	Govte Wksp, WU - 6 Govtes	21	36	57	3	171
Jan 21-24	Facilitator Wksp, WU - 6 Govtes	6	24	30	4	120
Feb 4-5	Govte Wksp Menufeya	20	20	40	2	80
3/4	Vill Fllw-up, Hamedeya - Fayoum	5	30	35	1	35
3/5	Vill Fllw-up, Dessia - Fayoum	2	33	35	1	35
3/6	Vill Fllw-up, Agameen - Fayoum	8	32	40	1	40
3/9	Vill Fllw-up, Alam - Fayoum	4	25	29	1	29
March 27-28	Govte Wksp, Behera	11	31	42	2	84
5/12	Vill Wksp, Deberky - Menufeya	20	4	24	1	24
5/13	Vill Fllw-up, Alam - Fayoum	7	31	38	1	38

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
5/15	Vill Fllw-up, Hamedeya - Fayoum	4	34	38	1	38
5/16	Vill Wksp, Kafr Shehata - Menufeya	33	15	48	1	48
May 22-23	Govte Wksp, Alexandria	12	31	43	2	86
6/1	Vill Fllw-up, Dessia - Fayoum	2	35	37	1	37
6/3	Vill Fllw-up, Agameen - Fayoum	5	23	28	1	28
6/15	Vill Fllw-up, Abiss 8 - Alexandria	1	34	35	1	35
6/22	Vill Fllw-up, Abiss 7 - Alexandria	1	39	40	1	40
6/24	Vill Fllw-up, Abiss 8 - Alexandria	1	34	35	1	35
June 25-26	Govte Wksp, Fayoum	12	28	40	2	80
July 2-3	Govte Wksp, Gharbeya	17	38	55	2	110
7/16	Vill Wksp, Sansaft - Menufeya	11	23	34	1	34
7/17	Vill Fllw-up, Kafr El Sheikh Shehata - Menufeya	11	29	40	1	40
7/18	Vill Fllw-up, Deberky - Menufeya	9	30	39	1	39
Aug 11-12	Govte Wksp, WU	23	18	41	2	82
8/25	Vill Fllw-up, Deberky - Menufeya	6	20	26	1	26
8/29	Vill Fllw-up, Alam - Fayoum	4	21	25	1	25
8/29	Vill Fllw-up, Fayoum	4	5	9	1	9
9/2	Vill Wksp, Eshaka - Kafr el Sheikh	8	20	28	1	28
9/3	Vill Fllw-up, Kafr El Sheikh Shehata - Menufeya	10	18	28	1	28
9/4	Vill Fllw-up, Hamedeya - Fayoum	5	20	25	1	25
9/5	Vill Fllw-up, Dessia - Fayoum	6	20	26	1	26
9/8	Vill Wksp, Bakhaty - Menufeya	8	20	28	1	28
9/9	Vill Wksp, Khademeya - Kafr El Sheikh	10	1	11	1	11
9/11	Vill Fllw-up, Sansaft - Menufeya	5	20	25	1	25
9/14	Vill Wksp, El Aslougy - Sharkeya	6	18	24	1	24
9/15	Vill Wksp, Mit Zafer - Sharkeya	15	17	32	1	32
9/18	Vill Wksp, Abiss 7 - Alexandria	2	23	25	1	25
9/19	Vill Wksp, Abiss 8 - Alexandria	2	23	25	1	25
9/21	Vill Fllw-up, Agameen - Fayoum	8	32	40	1	40
9/22	Vill Wksp, Abnabs - Menufeya	20	1	21	1	21
9/24	Vill Wksp, Bassaysa - Sharkeya	20	29	49	1	49
10/2	Govte Wksp, Sharkeya	21	20	41	1	41
10/3	Govte Wksp, Sharkeya	15	10	25	1	25
Oct 7-8	Govte Fllw-up, Fayoum	4	21	25	2	50
Oct 14-15	Govte Fllw-up, Fayoum	4	21	25	2	50
Oct 19-20	Training of Trainers Govte CLCs	21	35	56	2	112

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
11/2	Vill Fllw-up, Deberky - Menufeya	9	12	21	1	21
11/3	Vill Fllw-up, Sansaft - Menufeya	2	19	21	1	21
11/4	Vill Fllw-up, El Aslougy - Sharkeya	3	31	34	1	34
11/11	Vill Fllw-up, Bakhaty - Menufeya	11	17	28	1	28
11/14	Vill Fllw-up, Bassaysa - Sharkeya	10	15	25	1	25
11/25	Vill Fllw-up, Kafr El Sheikh Shehata - Menufeya	8	8	16	1	16
11/28	Vill Fllw-up, Mit Zafer - Sharkeya	8	7	15	1	15
12/1	Vill Fllw-up, Deberky - Menufeya	10	9	19	1	19
12/17	Vill Fllw-up, Abiss 8 - Alexandria	5	18	23	1	23
12/18	Vill Fllw-up, Abiss 7 - Alexandria	5	17	22	1	22
12/19	Govte Fllw-up, Behera	19	0	19	1	19
12/22	Vill Fllw-up, Alam - Fayoum	1	19	20	1	20
12/22	Vill Fllw-up, Hamedeya - Fayoum	1	28	29	1	29
12/23	Vill Fllw-up, Kafr el Nasser - Behera	8	2	10	1	10
Dec 23-26	Training of Instructors & Inspectors, WU	23	8	31	4	124
12/24	Vill Fllw-up, Abnajs - Menufeya	15	10	25	1	25
12/26	Vill Fllw-up, Sheba & Nekerya - Sharkeya	10	2	12	1	12
12/28	Vill Fllw-up, Sheba -Sharkeya	5	11	16	1	16
12/30	Vill Wksp, Shesheya - Behera	5	7	12	1	12
12/31	Vill Fllw-up, Sansaft - Menufeya	2	17	19	1	19
1/2	Vill Fllw-up, Bassaysa - Sharkeya	8	4	12	1	12
1/7	Govte Fllw-up, Menufeya	20	10	30	1	30
1/9	Vill Fllw-up, Mit Zafer - Sharkeya	5	17	22	1	22
1/11	Vill Wksp, Berket El Sabee - Menufeya	22	30	52	1	52
Jan 11-12	Govte Wksp, Aswan	15	23	38	2	76
13 Jan.	Vill Fllw-up, Eshaka - Kafr El Sheikh	7	4	11	1	11
1/14	Vill Wksp, Aflaka Sekenida - Behera	2	8	10	1	10
1/16	Vill Wksp, Roda - Menufeya	16	25	41	1	41
1/18	Vill Fllw-up, Khademeya - Kafr El Sheikh	1	7	8	1	8
1/19	Vill Fllw-up, Abiss 7 - Alexandria	7	19	26	1	26
1/20	Vill Fllw-up, Abiss 8 - Alexandria	1	1	2	1	2
1/21	Vill Fllw-up, Koum El Nasser - Behera	1	10	11	1	11
1/25	Vill Fllw-up, Bakhaty - Menufeya	8	20	28	1	28
1/29	Govte Wksp, Sharkeya	9	18	27	1	27
1/30	Govte Wksp, Sharkeya	19	20	39	1	39
2/1	Vill Fllw-up, Eshaka - Kafr El Sheikh	1	10	11	1	11

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
2/3	Vill Fllw-up, Dessia - Fayoum	3	20	23	1	23
2/3	Vill Fllw-up, Agameen - Fayoum	3	21	24	1	24
2/4	Vill Fllw-up, Deberky - Menufeya	14	22	36	1	36
Feb 5-6	Govte Wksp, Behera	4	10	14	2	28
Feb 8-9	Govte Fllw-up, Sharkeya	33	32	65	2	130
2/16	Vill Wksp, Bakloula - Kafr el Sheikh	1	5	6	1	6
2/17	Vill Fllw-up, Sansaft - Menufeya	10	9	19	1	19
2/18	Vill Fllw-up, Koum El Nasser - Behera	1	10	11	1	11
2/19	Vill Fllw-up, Abiss 7 - Alexandria	5	17	22	1	22
2/20	Vill Fllw-up, Abiss 8 - Alexandria	2	1	3	1	3
Feb 26-28	Govte Wksp, Abu Sultan	12	20	32	3	96
Feb 26-27	Govte Fllw-up, Sharkeya	46	52	98	2	196
2/23	Vill Fllw-up, Abnahs - Menufeya	15	10	25	1	25
Mar 9-11	Govte Wksp, WU	16	17	33	3	99
3/16	Vill Fllw-up, Abnahs - Menufeya	20	22	42	1	42
3/19	Govte & Agricultural Union, WU	28	45	73	1	73
3/23	Vill Fllw-up, Bany Sheble - Sharkeya	26	6	32	1	32
3/24	Vill Fllw-up, Berket El Sabee - Menufeya	10	21	31	1	31
3/30	Vill Wksp, El Ashraf El Kableya - Kena	25	37	62	1	62
3/31	Vill Fllw-up, Eshaka - Kafr El Sheikh	5	5	10	1	10
4/1	Vill Fllw-up, Roda - Menufeya	11	13	24	1	24
4/2	Vill Fllw-up, Sheba - Sharkeya	10	30	40	1	40
4/3	Govte, MOM & NCCM - WU	20	40	60	1	60
4/5	Govte Fllw-up, Behera	2	11	13	1	13
4/6	Govte Fllw-up, Behera	3	9	12	1	12
4/6	Vill Fllw-up, Abiss 7 - Alexandria	6	32	38	1	38
4/7	Vill Wksp, Abiss 8/8 - Alexandria	4	19	23	1	23
4/8	Vill Wksp, Abiss 8/10 - Alexandria	1	46	47	1	47
4/9	Vill Fllw-up, Abiss 8 - Alexandria	6	19	25	1	25
4/10	Govte Fllw-up, Alexandria	5	8	13	1	13
4/12	Vill Fllw-up, Khademeya - Kafr el Sheikh	2	3	5	1	5
4/13	Vill Fllw-up, Deberky - Menufeya	0	1	1	1	1
4/13	Vill Fllw-up, Bakhaty - Menufeya	10	27	37	1	37
4/14	Vill Fllw-up, Mit Zafer - Sharkeya	10	27	37	1	37
4/21	Vill Fllw-up, Sansaft - Menufeya	11	29	40	1	40
4/22	Vill Fllw-up, Roda - Menufeya	13	9	22	1	22
4/23	Vill Fllw-up, El Aslouguy - Sharkeya	6	43	49	1	49

Dates	Program	Men	Women	Total	Days of Instruction	Person-Days of Instruction
4/29	Vill Fllw-up, Beny Sheble - Sharkeya	16	4	20	1	20
4/30	Vill Wksp, Tale Mousmar - Sharkeya	28	23	51	1	51
5/3	Vill Fllw-up, Bakloulou - Kafr El Sheikh	9	2	11	1	11
5/4	Vill Fllw-up, Abiss 8 - Alexandria	2	2	4	1	4
5/5	Vill Fllw-up, Abiss 7 - Alexandria	6	1	7	1	7
5/6	Vill Fllw-up, Abiss 10/8 - Alexandria	1	2	3	1	3
5/8	Vill Fllw-up, Damanhour - Behera	5	12	17	1	17
5/12	Vill Fllw-up, Berket El Sabee - Menufeya	14	9	23	1	23
5/14	Vill Fllw-up, Nekereya - Sharkeya	23	31	54	1	54
5/15	Govte Fllw-up, Sharkeya	15	20	35	1	35
5/17	Vill Fllw-up, Eshaka - Kafr El Sheikh	10	6	16	1	16
5/18	Govte Fllw-up, Behera	2	10	12	1	12
5/25	Vill Wksp, Kafr Ahmed Salah - Sharkeya	20	16	36	1	36
5/26	Vill Fllw-up, Deberky - Menufeya	13	17	30	1	30
5/27	Govte Fllw-up, Behera	27	16	43	1	43
5/28	Vill Fllw-up, El Aslouguy - Sharkeya	7	34	41	1	41
5/29	Vill Fllw-up, Bassaysa - Sharkeya	8	10	18	1	18
	Total No of Participants	1401	2684	4085	169	5175

Description of Child Labor Workshops

Dates	Place	Description	Men	Women	Total
May 12	Deberky - Menufeya	Village Workshop	20	4	24

This was the first village workshop held in Menufeya. Mrs. Nabihah and Mr. Ahmed Amer, heads of the governorate committee, and members of the village committee attended the workshop. Mr. Ahmed Amer introduced the prevalence of child labor in Egypt and addressed the efforts and programs on the part of Solidarity Center, the International Labor Organization (ILO) and Egyptian Trade Union Federation (ETUF) in eliminating the problem. The causes of child labor were addressed and the participants concluded that the lack of awareness and economic status were major factors contributing to the problem. The participants then went on to discuss the vision section of the workshop and mentioned raising the income of families, eliminating illiteracy, providing social and medical care, increasing awareness and people from the village must be proactive in the face of the problem.

They then delineated the constraints being faced including the lack of awareness, illiteracy, the prevalence of illness, the lack of education, unemployment, large families, the prevalence of strong traditional beliefs, and not having a nursery in the village. The participants developed a plan of action for the coming year and mentioned creating an awareness committee in the village,

visiting families in order to determine their needs and solve families' problems. Additionally, seeking alternative sources of funding, such as wealthier members of the village or establishing a social treasury, can help needy families that have identified projects that can assist them in increasing their household income. Lastly, creating more illiteracy classes and establishing a one-class school are a goal for the near future. The participants the devised a 90-day plan which included raising awareness by visiting families in need, identifying targeted families and projects, identifying organizations that can help in funding these projects, and creating a social treasury for the village. They decided that Ahmed El Gezery should be responsible for this project.

Dates	Place	Description	Men	Women	Total
May 16	Kafr Shehata-Menufeya	Village workshop (Follow up)	33	15	48

This was the second village workshop held in Menufeya and was attended by the village committee and Mrs. Nabihah and Mr. Ahmed Amer the head of the governorate committee. Mr. Amer illustrated the worst forms of child labor in Egypt and the socio-economic ramifications it can cause the community. Thereafter, the participants devised solutions to the problem and a vision to: create awareness, provide social and medical care, and raise the economic level of needy families. Additionally, projects will be provided to poor families, as well as a clean environment. The vision included the elimination of illiteracy.

Discussing the constraints workshop they mentioned the low economic level, difficulty of transportation, the lack of medical follow-ups and social services, the prevalence of unemployment, the lack of awareness, illiteracy and the lack of cooperation in the village. They then formulated a plan of action and mentioned creating an awareness committee, creating awareness among the families, being conscious of which projects can assist individual families in increasing their standard of living, looking for organizations to assist in funding projects, establishing one-class schools and a social awareness raising committee.

The participants then devised a 90-day plan. In the first month they will create an awareness committee that will visit families regarding Convention 182 issues. Five groups will visit twenty families in order to raise awareness. In the second month the most needy families will be identified and subsequently a visibility study will be devised for small projects. In the third month persons will look for alternative sources of funding, the social raising committee will begin working, and a one-class school will be established.

Dates	Place	Description	Men	Women	Total
May 22-23	Alexandria	Governorate workshop	12	31	43

This was the fourth governorate workshop funded by United States Agency for International Development (USAID), International Labor Organization (ILO) and the Egyptian Trade Union Federation (ETUF). The participants were the governorate committee, a doctor and a veterinarian working in Abiss and residents of the village. Abiss was the first village selected in the Alexandria Governorate to conduct this child labor elimination program. This workshop was different from the three others held in Fayoum, Menufeya or Beheira. During the first two days

two different groups assisted in the workshop and each was representing a different part from the same village (Abiss). This is why the strategic planning program was made twice, one for each group. Mrs. Zeinab Baghdady, assistant of the representative at Solidarity Center introduced the child labor program, its importance and how it can affect the country's future. She also mentioned the role of the Solidarity Center and why the American unions are interested in making unions in other countries as strong as they are. Mrs. Baghdady then mentioned factors contributing to the prevalence of child labor in Egypt and the participants agreed that a weak economy and a lack of awareness are two of the main reasons. During the vision workshop the participants mentioned what progress they intended to see in Alexandria a year from now. This included that every child must have the opportunity to attend school, workshops must be conducted in order to train the children to be able to work after the school, and better relations must be established between teachers and students. Additionally, sewing centers must be created for girls, summer activities must be established in the schools, illiteracy must be eliminated in the village, the income of individual households must be raised, an environment should be created where loans are readily available to residents, and special classes should be provided for the handicapped.

Among the participants was Ramadan, a fifteen-year-old child who left school a year ago. When Mrs. Zeinab asked him why he left, he said that the relationship between teachers and students was unbearable, the teacher used to beat him so he decided to stay at home. His mother, also a participant of the workshop, mentioned that economics was not a factor in stopping Ramadan from going to school, only the way teachers treated him. Mrs. Zeinab was able to convince Ramadan that with the help of the village he can reach a solution with the teacher and can go back to school.

During the constraints section of the workshop they mentioned the prevalence of uneducated families, the poor relations among members of families, the lack of awareness of the importance of obtaining an education, the low standard of living, strong traditional beliefs, the prevalence of unemployment, and the lack of specialists trained in working with the handicapped. The governorate committee told the Abiss participants that a sewing center would be created in the village. Women from the village and two other trained young women from Alexandria will assist in the project. The committee will sell the end products. Awareness classes will be set up for women in order to teach them small projects they can make at home, such as milk products. Those will in turn help raise the income of their individual households, thus preventing them from having to work in the worst forms of child labor.

On the second day, a vision workshop was conducted with another part of the Abiss village and it was mentioned that all children must return to school in the long term, children must work but in jobs that do not harm them nor impact their studies, each woman in the county must have an identity card (I.D.), there should be an increase in the economic level, the teachers must be from the village, the level of education must be increased, and illiteracy must be eliminated. The constraints were listed as worsening economic conditions, a substandard education system, the lack of awareness of the importance of obtaining an education, the lack of solidarity among the residents of the village. Activities during the next three months include the identification and resolution of cases where children work in the worst forms of child labor.

Dates	Place	Description	Men	Women	Total
June 1	Dessia, Fayoum	Second Follow-up	2	35	37

This was the second follow-up in Dessia village. A meeting was held with the village committee in order to encourage and motivate and see if there are any requests to add any changes to their plan and to find out whether there were any obstacles that impacted the implementation of the action plan. Mrs. Laila Taha, head of the Fayoum Governorate committee welcomed the participants. She mentioned the steps of the program and asked what obstacles they had faced during their work and if any positive or negative points that occurred while working in the field that were not considered while they were planning. The participants mentioned that the project is running smoothly due to a new way of thinking that encourages them to be more effective. There are a total of nine literacy classes; four had already been established along with five new ones. In three classes students are awaiting the results of their exams.

In view of these positive points, the participants asked the governorate committee what has been done regarding their efforts to deal with child labor issues. Families are being met regarding children who work. Mrs. Laila also spoke on meetings with authorities regarding drainage problems. The participants also had requested the agricultural engineer to teach them skills in order to make small projects in the areas of cheese and jam in order to let them in turn educate others. They explained that in doing so they will teach the mothers of working children to make these products and sell them, thus giving them the opportunity to save some money in order to send their children back to school.

A further success was obtaining an embroidery machine from the Literacy Association for Adult Learning in order to teach girls in the illiteracy classes how to make socks or pullovers while they are at home. In doing so they will be removed from the worst form of child labor. There are a few constraints however; a teacher and certificates are needed in order to begin implementing the idea. Mrs. Laila responded that she would speak with the proper authorities. The participants were asked if they wanted to convene with the four other villages. They welcomed the idea when they realized the benefits such as sharing ideas in order to learn from each other's successes and failures.

Dates	Place	Description	Men	Women	Total
June 25-26	Fayoum	Governorate Follow -up	12	28	40

The purpose of this workshop was to follow-up on the progress made in the Fayoum Governorate. Four villages gathered at the Trade Union Federation along with four subcommittees, with the aim of sharing their experience and showing what they accomplished during the last period. Mrs. Laila Taha Kassem, head of the Child Labor Committee in Fayoum opened the workshop by resuming what has taken place Fayoum since the beginning of this project in September 2000. She stated that four subcommittees were successfully created in the four selected villages. She continued mentioning that the members have been successful in eliminating the worst forms of child labor in Fayoum, however there is more that needs to be done.

After self-introductions, members of the subcommittee were then asked what is expected from this gathering. Most of them wished to exchange experience between the four villages and they also asked Mrs. Laila what was the status of the loans for the needy families that wanted to set up small projects in order to get their children back to school. Mr. Kamal, head of the child labor committee in Dessia, said, “We succeeded in creating the awareness in our village, people in the village know what harm hazardous work and the lack of awareness of obtaining an education may cause to a child. They also know about the committee, its presence and its aims. However we still need the promised money to gain their confidence.” Mrs. Laila responded saying that the governor has received the funds and she gave all the feasibility studies of the projects in the four villages to him. She continued stating that 500 families with about 2000 children will benefit from the profits if the venture is successful. Mr. Kamal stated that the relationship between the governorate head committee and the subcommittees in the villages could be strengthened. Mrs. Laila responded that she is at their disposal and is ready to visit any village if ever she was asked to do so.

A member from Agameen village, part of the Fayoum Governorate mentioned her experience with one of the women in her village who wanted to take her child out of school. The woman mentioned that she succeeded in convincing her to leave the child at school in the morning. She also helped him find work as a seller in a boutique in the afternoon. She said that such an arrangement would enable the child to continue with his studies as well as helping his family without having to work in hazardous working condition.

Another subcommittee member who owns an arabesque workshop in Agameen mentioned: “One of the most important problems we had in Agameen was marketing.” In order to solve the problem she hired some young unemployed men to market her products. They succeeded in finding her a market in the hotels. In doing so she solved not only her problem, but managed to help some unemployed young men. Karima, a member of the subcommittee in Hamedeya, mentioned her desire to visit Agameen in order to learn how to make arabesque crafts. She also mentioned that she could teach people from Agameen how to produce milk products. All the members accepted her request and agreed to conduct a workshop every 15 days in one of the four villages.

On the second day the members mentioned some of the progress they made in raising awareness against child labor. An agricultural engineer assisted in the training of women in Hamedeya and in Agameen in raising poultry and canning. In Hamedeya, women are raising chicken and ducks and selling them, along with monetary assistance from wealthier members of the village. In Agameen women are making and selling jam. In Dessia a woman who wanted a sewing machine cooperated with her neighbor who had one. They are now working together and sharing the profits. Another woman in Dessia bought materials to make carpets and gave them to disadvantaged women who can make them and shared the profits with them.

The last question the participants addressed was, “What will we do after this in order to increase our results?” While answering this question the members agreed on publishing a newsletter addressing child labor and including all the progress achieved in Fayoum. They all want to participate in this newsletter by writing what they did and what they think about the project. They also suggested conducting awareness workshops using audiovisuals such as films and

posters with questions and gifts for those who can answer these questions. They suggested handing out presents for the children in the literacy classes in order to encourage them to attend.

Dates	Place	Description	Men	Women	Total
July 2-3	Gharbeya	Governorate Workshop	17	38	55

This governorate child labor workshop was conducted in a manner similar to the previous four workshops held at the governorate level in Fayoum, Menufeya, Beheira, and Alexandria. Five persons from Gharbeya child labor committee attended the training of facilitators' workshops conducted under the program at the Workers' University in January. On returning to El Gharbeya the committee was formed with the president of the local trade union federation, Mr. Sayed El Sawy, as president. There were 49 participants at this workshop coming from either from Tanta, the capital of Gharbeya, or from small villages of the governorate. Among them were agriculture union members, engineers and teachers.

Mr. Sayed El Sawy thanked all those in attendance stating that the overall goal in their respective governorates is eliminating the worst forms of child labor. He then mentioned the importance in finding a solution for the child labor problem in Gharbeya, its impact on the Egyptian economy and the importance of the role of women in this endeavor.

Mrs. Laila Taha Kassem, head of the Child Labor Committee in Fayoum and representative of the Women's Secretariat addressed the goals of the projects and the progress achieved in Fayoum. A discussion ensued regarding the prevalence of child labor in Gharbeya. All the participants agreed that it was found mainly in agriculture, where children work long hours under the sun and are more likely to drink poisoned drinking water. Mr. Ahmed Omar, program officer at Solidarity Center addressed the causes, results and possible solution this program is offering regarding child labor.

On the second day a strategic planning workshop was held addressing the vision, constraints and the plan as suggested by the participants. Addressing the visions they mentioned establishing a literate population, eliminating unemployment, attempt to follow up and activate the child labor laws, enforcing the role of women within organizations, increasing the economic level of the family, enforcing the role of the media, establishing better relations between teachers and students, enforcing the role of religion and increasing the number of clubs available to children. They then discussed the constraints they may face while attempting to achieve their vision including the lack of awareness, bad relations among family members, unemployment and low economic level, large numbers of children in the family, the strong traditional beliefs of the community, and the lack of interest in obtaining an education. A plan of action was devised in order to overcome the constraints and obtain the vision consisting of spreading awareness regarding the importance of obtaining an education, creating school activities, creating awareness among families and the employers of the potential hazards facing working children, and finding alternative sources of funding for disadvantaged families who are trying to establish small projects in order to increase their income. Additionally, workshops should be conducted in order to raise awareness, residents in the village should be made aware of the committee and its activities, medical care should be provided for the children, and the economic level of the

families should be improved. Lastly, increasing religious awareness and establishing clubs or centers for the children were addressed.

The participants then devised a three-month work plan. In the first month subcommittees will be formed in the villages. Members of the committee must know his or her role. Residents must be aware of the existence of the committee. Families will be visited in order to determine what existing conditions lead them to need to send their children to work. In the second month, there will be a greater spreading of awareness and the results of these contacts with the families will be passed on to the responsible persons. In the third month, affluent residents of the village will be requested to assist with funding families who will be setting up small projects. This is also the stage where the agricultural engineer will be called in to assist in training the women in raising poultry or producing jam or cheese.

Dates	Place	Description	Men	Women	Total
July 16	Sansaft	Village Workshop	11	23	34

The third village workshop in the Menufeya Governorate was held on July 16, 2002 and was attended by the village’s child labor committee. Mr. Ahmed Amer led a session on the worst forms of child labor in Egypt and the societal ramifications in communities. Thereafter began a discussion to address possible solutions to the predicament. During the vision workshop the issues were raised of awareness, social and medical care and raising the economic level. Providing self-reliant projects to poor families such as raising their own livestock or selling jam, juice or milk will provide a further source of income. Other solutions discussed were a clean environment, elimination of illiteracy and unemployment. The constraints workshop raised the low economic level, the difficulty of transportation, the lack of medical follow-up, social services and cooperation in the village, the prevalence of unemployment, unawareness and illiteracy. The participants then decided to devise a plan to combat the predicament by creating an awareness committee in the village and in doing so raise the consciousness among individual families.

By being cognizant of what projects can help families increase their standard of living, members of the committee can look for organizations to help fund such projects. It was decided to establish a one-class school wherein dropouts above the age of fourteen can be given another chance at obtaining an education. By enrolling in a one-class school, they would take intensive courses with other students who have the same education level. Lastly, the social awareness raising committee in the village was established along with a ninety-day work plan, wherein within the first month the awareness committee will be created. It will consist of five groups, which will visit twenty families in order to reach out to the community. In the second month needy families will be chosen among the villagers and a feasibility study for the projects would be established. By the third month participants will establish the social awareness raising committee and will actively seek funding for the project and last but not least create the one class school. The facilitators provided the participants with a forum wherein they were able to devise their own solutions. With careful implementation of the strategic plan the villagers can potentially increase their financial self-independence thus curtailing the possibility of succumbing their child to “the worst forms of child labor.”

Dates	Place	Description	Men	Women	Total
July 18	Deberky, Menufeya	Follow-up	9	30	39

Upon our first visit to Deberky, Menufeya, we were astonished to discover that the majority of the child laborers were male. Upon discussing the issue with the governorate committee a conclusion was reached that the villagers had their reasons for this being the case. In this particular village the majority of the members of the main committee were women. Men did not get involved in the process due to time constraints. The men, who are the major financial providers in a typical family, would be jeopardizing a portion of their income; were they to attend workshops they would be working fewer hours during the day. Due to circumstances the head of the committee and the committee itself were changed thus leading this second follow up seminar to be turned into a situation where a new committee and new members were created. The individuals who attended the first workshop were versed in the causes of child labor, however those present at this particular workshop were not aware of the law. Hence, it became necessary to explain the ILO Convention, the Egyptian law and the recommendations of the Egyptian Trade Union Federation (ETUF). Once participants are better informed they will be more likely to support the goal of eliminating child labor in its worst forms. Lastly there was some discussion on the affects of child labor on the national economy.

The participants then discussed the new committee's vision that included eliminating illiteracy, raising family income and awareness in order to actively confront the dilemma, and providing social and medical care. The members then addressed the constraints faced when tackling child labor such as the lack of awareness, illiteracy, old habits, unemployment, the lack of education, and the prevalence of large households. The members then decided to devise a one year plan which consists of creating an awareness committee, forming a social treasury, trying to find solutions for the family problems, increasing the number of literacy classes, and creating a one class school. A further goal will be to foster a relationship with the families and in doing so find out what their needs are and why their children are working. In doing so the community can better identify what projects the families will need in order to attain a better standard of living. Through the raising of cows, chickens or even the manufacturing of textiles, families will generate more revenue, thus preventing them from exposing their children to child labor activities. Finally, the members agreed on a ninety-day plan that consists of forming a social treasury for the village, maintaining the relationship with the families through visits and identify other households in need and organizations that can assist in the funding of these projects.

Dates	Place	Description	Men	Women	Total
June 22	Abiss 7, Alexandria	Follow-up	1	39	40

This was the first follow-up workshop in "Abiss Seven" one of the villages of Alexandria. In attendance were the governorate child labor committee and forty participants. The majority of the participants were girls and women from the village who were gathered at Abiss Preparatory School in order to discuss gender issues and the role of women in eliminating the worst forms of child labor. The committee began by addressing education and fostering literacy among women

since it is one means of combating the prevalence of child labor particularly in regards to women. The community has to provide a support network for the children who will not succeed academically if they are unable to study after school. Most of the students have to go the field after school to assist their parents instead of going home and working on their homework. Were there is support networks; the pupils would more than likely do well in their exams. Many of the children instead work an average of eight hours per day (sometimes as high as fourteen hours) in the fields and at home.

The prevalence of illiteracy among the adults does not help the problem for they do not encourage their children to focus on academics but instead want their children to go to the farm. The large size of the households is an economic burden on the parents, hence causing the children to become a liability where they have to work in order to increase the salary of the home. Large families can potentially become a burden on the state as well. The workshop proved to be successful because the participants were informed of the ILO Convention No 182, and were made aware of the hidden forms of the “the worst forms of child labor.” One outcome was a decision to establish a sanitary center that would assist the women in particular in finding cheap medical care. Providing such a facility would be a first step in solving the dilemma facing the village in regards to an inadequate provision of health care. Raising the correlation between illiteracy and child labor enabled the participants to better understand one of the core causes of child labor.

Dates	Place	Description	Men	Women	Total
June 24	Abiss 8, Alexandria	Follow-up	1	34	35

The workshop was held in “Abiss Eight” one of the villages in Alexandria. It was brought to our attention that there were a large number of children who work in the fields. Unfortunately, the children have not been exposed to the benefits and importance of obtaining an education and the impact that it have on one’s future. The purpose of the workshop was to raise awareness among illiterate families of the prevalence of child labor. A further intention of the governorate, headed by Mrs. Hekmat Taha, Mrs. Sooad Saleh and Mrs. Sekina El Bably is to expose them to the possibility of educating their child while attaining an increased standard of living all of this without having to send their children to work. Understanding the causes and consequences of child labor is a first step hence comprising the first portion of the workshop. There was a consensus that a person’s economic status determines whether the individual will send his or her child to school or to work in the field. However, there are families that even though they are better off, they still send their child to work instead of sending them to school. The parents of those children have not been exposed or convinced of the benefits of an education in lieu of sending one’s child to work.

When asked what means can be utilized in order to raise the standard of living, the villagers overwhelming respond raising chickens and ducks. With the assistance of an agricultural engineer the participants are given the necessary training needed in the raising of fowl. They are told how best to care for them in order to achieve the best results. The workshop was successful in that the villagers acknowledged the prevalence of child labor in their community and were willing to find an alternative source of income in order to combat the dilemma. Through raising

chickens and ducks they hope to raise enough income in order to prevent their children from having to work, but rather pursue an education. The participants agreed that they would appreciate additional training in order to learn how to make small food industries at home, which include jam, juice and milk.

Dates	Place	Description	Men	Women	Total
Aug 11-12	Sharkeya & Kafr el Sheikh	Governorate Workshop At Worker's University	23	18	41

The two-day workshop was held at the Workers University in Cairo from the 11th to the 12th of August. The purpose of the workshop was not to transfer detailed information on child labor, but rather to follow-up on the strategic plans that had been made to combat the phenomenon. Mrs. Aisha Abd El Hadi Secretary of women and children at the Egyptian Trade Union Federation (ETUF) officially welcomed the facilitators and the participants. The governorates in attendance were Alexandria, Fayoum, Menufeya, Kafr El Shekh, Kena and Sharkeya, all but one (Kena) were from the delta region in Lower Egypt (the north of the country). Forty-one persons attended the workshop with the majority coming from two governorates Sharkeya and Kafr El Shekh. The purpose of the workshop was to expose both governorates to the progress that has been made in other parts of the country and to devise and implement strategic plans in their respective governorates. The guests who spoke at the opening of the conference were Mohamed Abdel Halim, President of both the Agricultural Union and the Local Federation in Fayoum, Mr. Ahmed Harak, Vice President of ETUF, Mr. Hossom El Amawi, President of the local Federation in Kafr El Shekh and Mr. Daniel O'Laughlin, Representative of the Solidarity Center in Egypt.

Mr. Amami addressed the abolition of the ministerial decree of 1965 that states that children should work in cotton. He is pleased to see that there are more people involved in literacy campaigns. Mr. Halim stated that the progress of the child labor project would invariably lead to the elimination of child labor. Mr. Harak first apologized for the absence of the President of ETUF and continued mentioning that this workshop represented a step in the right direction. Mr. O'Laughlin mentioned that the purpose of the workshop was to build a close working relationship between the workers of Egypt and the United States and to strengthen what they had in common. He stated that Solidarity Center is working in conjunction with ETUF in the eradication of child labor. The organization however is not against child work, which is part of normal upbringing, but rather is against children working in unacceptable forms. It is up to the Egyptians to become familiar with international standards and to determine what type of work the children should or should not be doing. The child labor program along with other activities conducted with ETUF is intended to strengthen the trade union movement in Egypt. He lastly emphasized that the child labor project unfortunately was not going to eliminate child labor, but rather will provide the governorates with lasting solutions. The strategic plans devised through the workshops will be a solid foundation through which the local populace will be able to continue the fight against child labor particularly when there will no longer be an entity like the Solidarity Center assisting with such projects. The outcome will determine whether the program has been successful.

Mrs. Zeinab Baghdady, Assistant to the Representative was the facilitator for most of the workshop. Her intention was to provide the facilitators with a forum wherein they can voice not only their opinions but also provide solutions to the phenomenon of child labor. Foremost on the agenda is to increase the awareness of the child labor problem in Egypt. The phenomenon had been "taboo," and it has only been in recent times that there has been acknowledgment of the problem. Incidences of child labor have affected the economy. Recently a shipment of Jasmine was returned because it had been uncovered that children had picked flowers. Mrs. Zeinab illustrated the prevalence of the worst forms of child labor stating that children may work up to ten hours a day in the hot sun and may drink from water that has been contaminated with insecticides or other contaminants. The pollutants may be further exposed to the skin, eyes and other parts of the body such as the feet since they tend to walk barefoot. She then stated that

Menufeya could not diagnose nor determine what the problems or the solutions are for Kafr El Sheikh. It is up to each governorate to do that. Flexibility is crucial wherein each governorate can learn from the other but could not impose solutions.

Mrs. Saadeya Sahin from the Ministry of Social Insurance addressed the laws governing working children. Mrs. Saadeya's presentation dealt largely with adult social insurance, regarding retirement benefits, pensions, benefits from work-related injuries and the recent changes in the law. The law of Social Insurance is more comprehensive now including casual and seasonal workers; hence child laborers would now fall under that category. Mrs. Aisha Abdel El Hadi took over the floor upon completion of Mrs. Saadeya's presentation. She emphasized that child labor will not be eradicated in the next few months or perhaps in five years, for that would be unrealistic. However, that should not deter the participants from obtaining that particular goal. They should not however lose sight of the long-term objective of this and future workshops to eventually eliminating child labor. The inevitable withdrawal of child labor from the workforce will be a strategic goal for the next ten to twenty years. Aisha emphasized that a database should be compiled at each governorate through fieldwork. An Egyptian prescription will be utilized to solve the child labor problem and its success or failure will be determined after the workshops when each governorate implements the solutions. Aisha provided the audience with personal testimony of being a child laborer at the age of fourteen. She did not feel exploited or coerced and stated that present circumstances of children employed in an increasingly global and privatized workplace is exposing them to increasing hazards. Workers are disposable and children are particularly vulnerable, they are at times abused, and basically treated in inhumanely. We must be vigilant for children are our future. Three governorates: Fayoum, Menufeya and Alexandria were given the chance to provide a synopsis of their accomplishments.

On the second day the workshop began an hour earlier with a summary of the previous day's events. Sharkeya was next to present since as aforementioned there was a shortage of time the previous day. In the governorate there is a model farm where persons can purchase products at reasonable prices. There is an environmental committee that raises the awareness of the inhabitants' environmentally destructive behavior, such as dumping waste into the canals. The proper authorities are being made aware of the violators, since this is the same water that is being used to water the crops. As a result people get sick and develop liver-related diseases. Two one-class schools have been set up in order to send dropouts back to school; to date fifty children have returned. There are intensive literacy classes that follow the syllabi of regular secondary schools, however the Arabic and the math are simplified. Through self-initiatives children were sent back to school. There was concern that parents may send their child to school and upon graduating the child may subsequently become unemployed, and in that situation the child was better off working. A representative from Kafr El Sheikh then presented their accomplishments. A committee of women gathers information and gives it to the head of the local council. They have identified 20 children who have dropped out ranging from the ages of seven to fifteen. A teacher has been identified and will come and instruct the young women. One constraint that has been identified is money, however upon hearing that the project in Fayoum has largely been successful without outside donors, there is hope that through establishing small-scale initiatives, the villagers in Kafr El Sheikh will be as successful.

The five governorates then devised a work plan that they will attempt to implement in the months to come. Each governorate gave an oral and written submission of their work plan; the following is the list that was planned.

Fayoum

1. Another four villages will be selected where they will begin to raise awareness among the population about child labor and investigate the reason why families send their children to work instead of attending school.
2. They will look for sources of funding for small-scale enterprises that will generate more revenue for individual families.
3. They will keep the donors updated on the progress of the families.
4. It is proposed that five one-class schools will be established, along with thirty literacy classes, with the purpose of completely eradicating illiteracy in Fayoum.
5. Identity cards will be provided for the women of Fayoum.
6. They will exchange information among the villages, although each village will have an activity of its own.
7. Vocational training centers will be established in order to provide the youth with new careers.

Alexandria

1. Workshops and home visits will be conducted on child labor and related issues.
2. Utilize experts who will train the young women of the village in small-scale projects such as sewing and embroidery thus increasing their marketability.
3. A poultry expert will come to respective villages in order to assist the inhabitants with breeding of chickens. Through such self-initiatives families can increase their income in order to purchase uniforms and school fees for their children.
4. A monthly market will be held in the governorate where families can sell their products.
5. Donating clothes, books or paying the school fees of the children of some of the more needy families.
6. Ensure that the youth remain healthy.

Menufeya

1. Workshops on child labor have been conducted in three villages and they are planning on establishing three more.
2. The proper authorities will be contacted in order to identify families with working children.
3. Children over the age of twelve who have dropped out of school are going to be given the chance to develop a marketable skill when a training center is reopened. It has been determined that there are children who are keen to go back to school as well as those who are less eager, therefore the need for the training center.

4. The children will be educated until preparatory level and will be provided with computers in the foreseeable future.

Kena

1. Creating a child labor committee in the governorate with the general secretary of the governorate and the head of the trade union as president.
2. Choosing targeted villages.
3. Create subcommittees in the villages including the professionals such as the mayor, agricultural engineer, doctors, teacher and so on.
4. Conduct a field study in order to determine which families are most in need and why they are sending their children to work.
5. Identify what projects will most useful to the families in order to generate more revenue.
6. Find other sources for financial support.

Kafr El Sheikh

1. Determine the number of working children in each village.
2. Determine the number of families who do not have funds to send their children to school.
3. Seek the assistance of the heads of the trade union federation to find sources of funding.
4. Conduct literacy classes at night for working children.
5. Utilize the help of wealthy members of the village.
6. Raise awareness of the importance of education and the hazards of child labor.
7. Establish a training/vocational center in carpentry, plumbing, needlework or other arts and crafts at the village for the children who are no longer pursuing an education.

Kafr El Sheikh has a treasury that is present in each village that is affiliated with Nasser Social Bank; the money is allocated to different projects or as needed. One pound is collected from each villager and there is also compulsory alms giving.

El Sharkeya

1. Committees and subcommittees will be reorganized and periodical meetings for the governorate and village committees will be held in order to determine what new steps need to be realized through the plan and what changes need to be made.
2. The governorate committee must visit the villages and awareness committees in order to determine what has been achieved and give them the help that they may need.
3. Through the help of doctors or agricultural engineers information will be provided of the families as needed.
4. Obtain information on the one class school that has been established and see what changes are needed; perhaps it needs to be reopened.

5. Conduct feasibility studies for the projects and find funding sources and determine what best suits the village.
6. Spread awareness among the families of the importance of obtaining an education.
7. Try to establish better relations between teachers and their students, since there are instances in which this has been the cause of children leaving school.

Joint Action Plan

The following list is the joint action plan that was devised by the six governorates in solidarity towards the end of the workshop.

1. The selection of an ideal village where there are bodies that can cooperate with us (within the governorate).
2. The selection of a homogenous and cooperative working team to select facilitators.
3. A realistic plan for the team (finding the families that are most in need, the plan has to be applicable to that particular village or situation) that can be implemented.
4. Coordination with competent authorities (National Council Of Women, mass media, health authorities).
5. Raise the awareness of the village inhabitants of the dimension of the problem.
6. Selection of a suitable location for the implementation (youth center or a non-religious public place within the village).
7. The working team to select and train good facilitators.
8. To have special logs and registers for each village (similar to a database).

At the end of the workshop oral and written evaluations were conducted. On the whole the assessment was positive. The following is a compilation of what was mentioned.

1. Most of the participants found the workshop to be rewarding, useful, effective, and they learned a lot in the two days.
2. Most praised the discussions that took place among the participants and that there was a forum wherein persons could democratically express their views. They found the free and open forum for discussions to be non-traditional in a workshop; it was evident that the participants felt secure to voice their views.
3. Several of the participants mentioned that they were encouraged after attending the seminar to return to their respective governorates and were ready to implement the necessary steps in eradicating the worst forms of child labor. They were particularly encouraged by the progress of Fayoum, especially when they realized that the success was not achieved with money but rather through self-initiatives.
4. Many were pleased with the presence of both men and women at the seminar. In order to have sustainable development it is necessary to have gender balance.

5. A participant mentioned that along with raising awareness it is also imperative that the governorates cooperate, such as visiting each other's governorates in order to gain a better understanding of how they are trying to solve the problem of child labor.
6. Another participant mentioned that the workshop could have included audiovisuals. For example, through the use of a video they could better explain the role of a facilitator.
7. An individual mentioned that he had expected more time to be spent discussing legislative aspects.

Upon completion of the evaluation, Mrs. Zeinab then asked the participants if they had any expectations or preconceived notions prior to attending the workshop. An individual mentioned that he thought that they would have focused more on villages versus governorates. A few stated that they thought that they would have received a loan, but instead are "jealous" of Fayoum's success and hope to imitate their accomplishments. There was an understanding that the facilitators would provide the participants with a blue print of how to combat child labor versus determining the solutions themselves.

Dates	Place	Description	Men	Women	Total
Aug. 25	Deberky, Menufeya	Village Follow up	6	20	26

Located in the middle of the delta, the Menufeya Governorate is renowned as being the birthplace of prominent leaders such as former President Anwar Sadat and current Egyptian President Hosni Mubarak. Menufeya places a high value on education, most families living in the area make an effort to be able to afford to allocate funds for their children's education. Both males and females are encouraged to be educated. On Sunday August 25, 2002 a follow-up workshop was held in the town of Deberky, a village within the Menufeya Governorate. This was in fact the third visit to the village. A Child Labor Committee had been established in the village and was largely made up of men who, due to being "freer" to move around, decided to join the committee. However, upon following-up on the progress of Derberky's Child Labor Committee, it was soon discovered that most of the men had "dropped-out" and were replaced by women. Women, it was soon realized had better access to the families they were visiting, especially since most of the persons being interviewed were women. The Solidarity Center's visit on Sunday was therefore the third visit with the purpose of following-up the progress that had been made by the committee. One notable difference between the three visits was the turnover of the members had decreased by the latter visit. Only a half-a dozen members had left the committee. There were twenty-six participants at the workshop, six men and twenty women.

Mrs. Laila Taha head of the Fayoum Governorate attended the workshop as an official representative from the Egyptian Trade Union Federation (ETUF), along two representatives of the Solidarity Center, Mr. Mohammed Fekry, the Child Labor Officer and Mr. Ahmed Omar, the Program Officer. The vice-mayor of Deberky, Mr. Gamil Ibrahim Atta Allah attends each committee meeting, thus demonstrating his dedication in ending child labor in Deberky. All of the members of Derberky's committee have been educated beyond high school. The twenty-five-member committee has been divided into five subcommittees, with five members each. The village was subdivided among the five and they chose the areas based on their knowledge of that particular section of the village. The participants discussed the differences between child labor

and child work, reasons why the children are working and their ages. One hundred and twenty five families were visited in the last month. Usually the oldest child has to work in order for the family to be able to afford to send the other children to school. There are, however some students who work and go to school.

The following paragraph delineates the achievements of the committee. Five literacy classes were established with a total capacity of one hundred students. Twenty-five are under eighteen and seventy-five are over, hence the parents and older siblings were encouraged to attend the classes. There are twenty students under fourteen attending classes, however it is hoped that a one-class school will be established either at the youth center or a piece of land can be utilized to build it. The members of the committee were organized and creative in approaching a problem. A survey was conducted where each member of a family (part of the 125 targeted) was asked his or her name, age, educational level and occupation. It was then determined based on those statistics how much money each family needed, moreover individuals were identified as needing to either attend a one-class school or a literacy class. Based on their need a letter was drafted to ask for monetary assistance from the social affairs committee, the agricultural union or from a bank. The five heads of the subcommittees signed the letter and sent it to the respective destination. Some of the newer members of the committee were expecting money, however they were made aware that Solidarity Center’s aim is not to provide financial assistance but rather technical assistance.

By September 15th the committee will provide the names and ages of the above participating children. Additionally, fifteen women will be receiving Identification Cards (I.D.s). A woman needs an I.D. in order to ask a bank for a loan. In doing so she can become more independent. A local agricultural engineer gave the women ideas on establishing small industries. A further goal is to attempt to open a nursery school for the children placing them in a safer and more productive environment. There are already potential applicants from the village itself. In the near future, the three Child Labor Committees of the three selected villages in Menufeya - Kafr El Sheikh Shehata, Sansaft and Deberky will get together and compare their successes and failures.

Dates	Place	Description	Men	Women	Total
Aug. 29	Fayoum	Governorate Child Labor Follow Up	4	5	9
Aug. 29	El Alam	Village Child Labor Follow Up	4	21	25

Although surrounded in a picturesque setting, Fayoum is one of the poorest governorates in Egypt. Unlike Menufeya Governorate that prides itself in having a high literacy rate, Fayoum an oasis located on the Southern border of the delta is among the most illiterate. Most of the industry in this rural governorate consists of agricultural-related sectors. According to a survey conducted in the area, 89 percent of child labor took place in this sector. On Thursday the 29th of August 2002, a two-part follow-up was held, one at the governorate level and the second at the village level. The participants comprised of Mrs. Laila Taha, head of the Fayoum Governorate Child Labor Committee, four agricultural engineers and the four heads of the village subcommittees (Dessai, Agameen, Hamadeya and El Alam). Mr. Ahmed Omar, Program Officer and Mr. Mohammed Fekry, the Child Labor Officer both employees at the Solidarity Center

facilitated the follow-up session. Mr. Humphrey Davies and Mr. Anton Hajjar who are currently evaluating the Solidarity Center's program also attended the follow-up.

Mr. Hajjar asked, "What is the purpose of their work/vision?" Mr. Awas, head of Alam's subcommittee, stated that his role is to spread awareness among the villagers about the harms children can face while working. They visit families and tell them about the role of the committee. Mr. Ashour, head of Dessia's subcommittee, mentioned that they establish a relationship between the governorate committee, Egyptian Trade Union Federation (ETUF) and the Solidarity Center. Mrs. Madiha, an agricultural engineer, makes people working on the farms aware of the worst forms of child labor, how to prevent it and train villagers in establishing small projects at home that will assist them in generating more income. In Hamedeya, ten families are working together to raise poultry. They either sell it themselves or the governorate committee offers assistance through connections in the business community. The agricultural engineer conducts workshops where villagers are trained in the best means of raising healthy livestock that will yield the most profit. Additional small industries/projects include dairy products, such as cheese and butter that are then sold by the families. Many perceive these activities to be self-empowering.

Mrs. Laila Taha stated that thirty-two literacy classes of 640 students ranging from the ages of fourteen to thirty-five and eight one-class schools with students ranging from seven to fourteen years of age have been established. She also mentioned that the income generated by working children might not be worth the emotional and physical damage. Were the child to contract an illness due to the hazardous conditions that he or she may be working under, most of the money earned during that month would be spent in hospital bills. However, were the child not to work, the families may not have to accrue further bills because of risky employment conditions. She concluded by stating that 3,500 women have applied for Identity Cards (I.D.s) that will enable them to obtain loans from the bank or the agricultural union.

After eight months of being involved in the pilot project in Fayoum, four new villages will be added to the original four villages. The success of the pilot project will be decided based upon the ability of the villagers to fend for themselves without the aid of ETUF or Solidarity Center. A recent success story was the case of an older gentleman who contracted an eye problem following an accident. His children had to work since he could no longer do so. The governorate Child Labor Committee helped him by providing funds to seek medical attention. He is now able to see and has therefore resumed working and his children have been enrolled in school. A further development is the enrollment of former working boys and girls between the ages of fourteen to eighteen in school. The committee convinced their mothers that it would be more beneficial for the children to attend literacy classes versus working. Their mothers therefore decided to work instead of the children. Young women comprise the greater proportion of the returning students. Due to cultural traditions, young women have a harder time attending classes at night (the classes are held at night from 8P.M. to 11P.M.), therefore an emphasis was placed on trying to accommodate as many of them as possible. Male children are more likely to be educated before their female counterparts; hence more classes were dedicated to the young women. There are thirty classes for girls, one for boys and one coed class. These examples demonstrate that the committee can undertake the initiative to resolve child labor problems.

The second portion of the follow-up took place in El Alam, a village about forty-five minutes away. Mr. Anton Hajjar and Mr. Humphrey Davies (Solidarity Center evaluators) met with members of the subcommittee. Many villagers believe that by working the child is becoming a man, but someone commented, “What kind of man would he become if he is damaged?” In other words, the work that the child is doing is most likely detrimental to his health. Two coed literacy classes have been set up for the returning children, fifteen boys and ten girls. Three boys from the class attended the meeting and were asked by Mr. Hajjar why have they returned to school. They answered that persons who can read and write are more likely to gain respect in the village. Eight mothers are also taking the courses with their children. They work in the morning and afternoon and take an evening literacy class with their children. These mothers have decided to work in place of their children so they can attend classes. The worst forms of child labor in this area include working with large windmills, with machinery or lifting heavy objects. In the agricultural sector they are prone to contracting heat stroke from spending too many hours under the sun without protection, walking barefoot, being deprived of food, and drinking water that may be contaminated with pollutants. Children work in rice and cotton fields and also bake bread and can face injury when working in such hot conditions. Building a training center in the near future will provide a place to not only teach the children about the worst forms of child labor, but also to employ some of them. Mr. Davies asked the participants about their overall objectives, and they responded that they wanted to create a better community, wherein their children will be healthy and literate. A healthy and literate youth create a productive society.

Dates	Place	Description	Men	Women	Total
Sept. 2	Ishaka, Kafr El Sheikh	Village Workshop	8	20	28

The workshop took place at the Vocational Center in the village of Isahaka, in the Kafr el Sheikh Governorate. Unlike other strategic planning workshops, the participants were not members of a committee, but rather families (who came seeking loans). Among the participants were members of the Village Development Committee. Two employees of the Solidarity Center facilitated the workshop, Mr. Ahmed Omar, Program Officer and Mr. Mohammed Fekry, Child Labor Officer. There were a total of twenty-eight participants, eight men and twenty women. The facilitators addressed child labor and the targeted age groups. The participants then began to address the worst forms of child labor and were informed of the meaning of child labor and the differences between child labor and child work. The participants were asked if there are worst forms of child labor in Egypt. Once there was consensus that such a phenomenon did exist, they then were asked, “What were the manifestations of the worst forms in the village of Isahaka?” The lifting of gas containers had previously been determined as one of the worst forms in Kafr el Sheikh. The participants then agreed that there is a child labor problem in Isahaka. Mr. Fekry explained the role of the organization in the struggle to eliminate child labor. He also explained that the organization does not provide the families or the village with money. The participants were then asked: “What are the reasons why children work?” An individual mentioned a lack of awareness and being selfish. Other reasons include economic status, illiterate parents, unemployment for educated people in the village, people do not know how to budget their income, single parent households, and the lack of awareness of the importance of an education. In single parent households, if the father is dead the child becomes the income earner. A participant paraphrased an old proverb, “do not give me a fish, but teach me how to fish.”

The participants then devised a one-year plan for their village. They first concentrated on the vision of eliminating fifty percent of the child labor, eliminating the illiteracy of both parents and children, providing better health care, and increasing the consciousness of the families. Someone mentioned that persons should be encouraged to be critical thinkers and be more proactive. They then focused upon the constraints that may prevent them from reaching their vision or goal. Some of the constraints are similar to the goals: illiteracy, poverty, people tend not to think for themselves and the lack of health care; others included ingrained traditional beliefs and a large population. The participants then devised a one-year plan, which consisted of creating a Child Labor Committee (CLC) in Isahaka, creating awareness among villagers of the child labor problem, and finding funding for needy families.

The Village Development Committee had distributed LE15,000 to 40 families with an interest rate of four percent. The villagers had asked what could be done to prevent the children from working in the worst forms. One solution is that the children could be trained in jobs that would not expose them to the worst forms were they able to enroll in vocational centers. The participants were asked whether a child is a dependent or a part from the family. They all agreed that a child is a member of the family unit, therefore through assisting the child, the entire family will invariably benefit.

Dates	Place	Description	Men	Women	Total
Sept. 3	Kafr el Sheikh Shehata, Menufeya	Village Follow – up	10	18	28

The follow-up workshop was held in Kafr el Sheikh Shehata, in the Menufeya Governorate. There were a total of twenty-eight participants, ten men and eighteen women. Mrs. Nabiha, head of the governorate committee and a member of the Women’s Secretariat, began the workshop by welcoming the participants. Upon introducing the facilitators of the workshop, Mr. Mohamed Fekry, Child Labor Officer and Mr. Ahmed Omar, Program Officer, of the Solidarity Center, she divided the participants into three groups. The task was to inform the different groups of what they have accomplished. The first group stated that they visited two families and found that the economic level is the main reason why parents are having their children work. Five members of one of the families are illiterate and are working in the agricultural sector. The second reported that they visited six families and concluded as the first that the families’ standard of living is a factor contributing to child labor. They conducted awareness campaigns and found that the families welcomed the idea of their children being educated. A woman from the group explained what she had done when she visited the families. Third group stated that they visited two families and made the families aware of the existence of the committee and grouped people into literacy classes. They also concluded that poor economic conditions are the main reason for the child labor. Another participant of the group had grouped thirteen families.

Sobhi Shebl, a teacher raised lack of awareness as a main problem, he also stated that he is responsible for reaching out to a large number of families. One of the participants said that children go to preparatory school without knowing how to read or write and this is largely due the lack of preparation in primary school, which is an important stage in the ladder of education. Mr. Sobhi said that the problem is that families enroll their children in school at age six instead of sending them to nursery school at two. By starting at a younger age the children will adapt

faster. Moreover, most of the teachers are not sufficiently qualified. Unfortunately, many children leave school at the second preparatory. Hence the solution is to raise the awareness among both the parents and the children of the importance of obtaining an education. The participants mentioned that they want to have a vocational center in order to train the children in better conditions than they have in the workshops, such as a machine workshop. Computer courses in Tala will be conducted for the participants since they have two computers and need a trainer in the education center. The committee decided to attempt to find solutions for families in need.

Dates	Place	Description	Men	Women	Total
Sept. 4	El Hamdeya, Fayoum	Village Follow – up	5	20	25

The follow-up workshop took place in El Hamdeya, a village in El Gedida Governorate. There were twenty-five participants, five men and twenty women. The facilitators of the workshop were Mr. Mohamed Fekry, Child Labor Officer and Mr. Ahmed Omar, Program Officer of the Solidarity Center. The villagers were asked, “What else they want to do in order to eliminate the worst forms and what do they want to do after this meeting?” On the fifteenth of September, the village will have a sanitary house in the social unit of the village and the doctor for that house was present at the seminar. A one-class school will be opened on the premises of the primary school and a list of the names of the children will be provided. They will range from ages seven to fourteen; and will be attending classes with a capacity of twenty students. They will begin at seven years old, even though the child should have been enrolled at the age of six, even if he is thirteen he is still able to attend from the beginning (at the level of a six or seven year old). The child labor committee reports that all of the children enrolled would be working under the worst forms of child labor and the range is generally considered from seven to eighteen years old. Three literacy classes have been opened and another five classes will be established when the names of the students are provided. Two classes were awaiting exams and Mrs. Laila told them that they would get their exams this week.

The agricultural engineer held a meeting with villagers. A participant mentioned that she had begun her project and sold her products from an improvised market in her house utilizing LE1,000. The LE 1,000 was her life savings and after one month she can say that this project has enabled her family to subsist on the profits that she has made. All in all it has been a success. She said she hadn’t previously thought of the idea but reconsidered it after hearing about it again from the agricultural engineer. Out of desperation, she had come to the point of wanting to take her child out of school, but now has sufficient income where he can continue his education. Another participant, Sousou, was at the meeting with her twelve-year old son Ahmed. She had wished to obtain a loan, but was unable to do so, her other option was to borrow the money. Utilizing the money she began her project, raising ducks and after four months they are mature enough to begin to be sold. She is now paying back the LE500 pounds she owes in installments. Other families are producing jam and other preserves in order to increase the income of their households.

The participants then turned to another issue of the scheduling of literacy classes. The classes begin at 9 pm not at 7 pm, which is hard for the children since most of them work and need to be

home before 9 pm, in order to rest due to having to rise early in the morning. One consolation is that the teachers pick up the students from their homes and bring them to class. The Educational Center is also providing additional incentives. Sewing can be an additional means of earning income. A participant asked about learning sewing in the social center of the village. A person mentioned that she had a machine, but could not use it. Due to the potential income earnings that can be obtained from sewing, there has been an increasing demand for sewing classes, so Mrs. Taha said that she would bring more raw materials every Sunday and Wednesday. A sewing success story is that of a girl who was working in Tala, a village near Hamedeya, and is now gaining about LE 250 a month. Within two months a person can become familiar with the machine. Nadia will teach the sewing classes starting on Sunday, September 8th at 10 am at the home of one of the participants. Before the next follow-up participants are encouraged to think about other ideas that could be helpful in ending child labor. One of their major concerns is that money, which could be used for loans in order to start the small projects, is going to remain a matter that they are going to have to find a solution for, either by finding banks that will provide loans or more affluent members of the village who may wish to make philanthropic contributions.

Dates	Place	Description	Men	Women	Total
Sept. 5	Dessia, Fayoum	Village Follow – up	6	20	26

The follow-up workshop took place in the village of Dessia, in the Fayoum Governorate. There were twenty-six participants, six men and twenty women. Mrs. Laila Taha, head of the Fayoum Governorate, opened the workshop by welcoming the participants and explaining what had taken place in other villages. She presented the facilitators, Mr. Mohamed Fekry, Child Labor Officer and Mr. Ahmed Omar, Program Officer of the Solidarity Center. The facilitators led a discussion on efforts by the child labor committee to create awareness about child labor and the removal of children from the worst forms. A participant had requested a sewing machine and mentioned that she is going to teach ladies in Dessia and Mancheya Abd Allah how to use the machine. Mrs. Taha said that Mancheya Abd Allah had a large number of working children. In Dessia they are going to find more children in order to open five literacy classes and men are going to open these classes for boys. Mrs. Taha is going to assist the girls in renewing their contracts in order to open more literacy classes. Other participants raised concerns regarding the literacy classes. Due to poor scheduling students are unaware of the date of exams, moreover the evaluator from the literacy association does not have a good relationship with teachers. Mr. Kamal, head of the village committee told Mrs. Taha that they must first raise the awareness of the importance of the literacy classes and can then convince the students to not only join the classes, but to encourage them to remain enrolled. There are a lot of children in Dessia and El Khatib, who could attend the one class school. Participants said that and they are going to reach out the families and make them aware of the importance of obtaining an education. Utilizing a tricot (embroidery) machine, Ayat, an instructor is training some of the participants in the literacy classes every day from 10 am to 1 pm, except Friday and Sunday.

Some women mentioned the desire to make carpets and Mrs. Taha said that she would make an effort to obtain the loan of approximately LE 1,500 in order to begin this project. Participants raised their concern with marketing and mentioned it to be a factor impacting their project. Mr.

Kamal advised them to sell their products in the markets in Fayoum. The women who had requested Identity Cards (IDs) obtained them and got LE 1,000 from the agricultural bank. They were then able to begin their projects raising chicken and ducks and selling them in the marketplace. They also requested further meetings with the agricultural engineer.

Dates	Place	Description	Men	Women	Total
Sept. 8	Bakhaty, Menufeya	Village Workshop	8	20	28

The workshop took place in the village of Bakhaty, in the Menufeya Governorate. Twenty-eight participants attended the seminar, eight men and twenty women. Mrs. Nabihah, head of the governorate committee and a member of the Women’s Secretariat, began the workshop by welcoming the participants and introducing the guests. Mr. Mohamed Fekry, Child Labor Officer, and Mr. Ahmed Omar, Program Officer of the Solidarity Center, introduced the organization and briefly explained the Solidarity Center’s goal to assist in the eradication of child labor in Egypt. He then described the worst forms of child labor and the societal, mental and physical ramifications. He delineated examples of the worst forms present in the village and went on to explain national and international laws and conventions regarding child labor, such as the International Labor Organization’s (ILO) Convention 182 that Egypt ratified in April of 2001. He then stated the difference between child labor and child work. Child work indicates that the person is working by his or her own will, whilst child labor means that there is lack of one’s will. Child laborers are generally prevented from having a “normal” childhood and are usually not enrolled in school. Mr. Fekry then asked the participants what are the reasons for children to engage in child labor and they mentioned the prevalence of illiteracy, the lack of awareness, unemployment, and economic status of a family. Mr. Fekry explained that the participants could devise a plan of action in order to confront the problem. A participant mentioned that there must be an alternative to get the children out of the labor market. Another participant suggested that a vocational center is a possible solution. A participant then asked the facilitators how they select various governorates.

The facilitator responded that the organization began with the Fayoum Governorate because it is the poorest in Egypt. Due to having a large agricultural sector many children work in the fields where they are exposed to the worst forms of child labor. Villages were selected within the governorate as pilots and workshops were conducted. Although Menufeya is among the most literate of the governorates, it was brought to the organization’s attention that there is also child labor. Hence, as in Fayoum, pilot villages were selected and strategic planning workshops were held. Many of the participants were not familiar with the term of strategic planning. The facilitator explained that strategic planning involves first identifying a target, second devising a vision (a list of goals), third addressing the constraints that may prevent them from achieving the vision and lastly putting together a plan of action which may span from a 21-month to a one-year period. The participants were encouraged to review the criteria for the worst forms of child labor. An important factor why employers can hire children with impunity is that laws restricting them from employing children in the fields for example do not exist.

The participants were reminded that while the goal of the workshop is the elimination of child labor in the long-term, in the short-term the goal is to remove children from suffering under the

worst forms of child labor. They then devised a plan for their vision. One goal is the need to create awareness among villagers of the prevalence of child labor. Providing better social, and medical healthcare and increasing the education level, establishing a vocational center to train the children in better working conditions, and establishing a club and a book store for the children. Building a training center equipped with new technology, such as computers will expose the children to the twentieth century. The participants then addressed the constraints that may prevent them from reaching their vision. The lack of awareness, bad social and economic conditions, families tend to have a large number of children and there are increasing opportunities where employers can expose children to the worst forms. Within the village there are three primary schools and only one preparatory school, and no vocational center, the training centers have been closed. Lastly, cultural factors, such as ingrained traditions and bureaucracy, can prevent progress. The participants then worked on a one-year plan of action and decided on creating a Child Labor Committee (CLC), creating awareness in the village, and conducting a study in order to determine what are the main factors contributing to the phenomenon of child labor in the village.

Dates	Place	Description	Men	Women	Total
Sept. 9	Khademeya, Kafr El Sheikh	Village Workshop	10	1	11

The workshop took place in the social unit of the village of El Khademeya, in the Kafr el Sheikh Governorate. The center also acts as a school for mentally handicapped children. There were eleven participants, ten men and one woman. The village, governorate committees, and the families attended the meeting. Twenty families who have working children also participated in the workshop. A committee of fourteen men and one woman was founded. The members include: the head of the village council, teachers and managers of schools. The woman is responsible for the development of women in the village. Unlike other workshops, this one was different because the committee consists of people who are highly educated and have important positions in the society. They invariably represent the leaders of the village. Mr. Omar introduced the Solidarity Center, its role in Egypt and the attempt to eliminate child labor's worst forms. He then explained the differences between child labor and child work and the worst forms of child labor as described in the International Labor Organization's (ILO) Convention 182. He also stated that the ILO, the Egyptian Trade Union Federation (ETUF) and Solidarity Center are working towards the same goal. While the ILO provides the funds, ETUF provides the Women's Secretariat who go to the different governorates and lastly the Solidarity Center provides the training and workshops be they strategic planning, gender issues or child labor. All groups have to cooperate, be they from the head committee in Cairo, the governorate and village committee, from the ETUF heads, Mrs. Aisha Abd el Hadi and Mr. Sayed Rashid, or to the heads of the village committee.

The participants were then asked the main reasons for child labor and many mentioned the causes as economic and social. Khademeya is as many villages a two-tier society, one half is rich while the other is comprised of those who barely live from day to day. The participants were reminded that the problem can be tackled but they have to be honest and must be willing to be proactive. They must think of the long-term goal, the elimination of child labor, however in the short-term, children must be taken out of the worst forms. If a child is not able to obtain an

education he/she must not be left on the street, but instead should be trained and placed in safe working conditions (preferably the child should not be working at all). The Litrac Islamic Monetary Fund has assisted in realizing 123 projects by buying machines for the workers. They asked the people what they needed for their projects and provided them the goods. They also paid the school fees for the children who could not afford it and provided them with clothes, reading books, writing pads and pencils. A village committee will be responsible of keeping track of organizations that can grant money to needy villagers. Both facilitators, Mr. Fekry and Mr. Omar concluded that this village does not need assistance as they are making sufficient progress on their own.

Dates	Place	Description	Men	Women	Total
Sept. 11	Sansaft, Menufeya	Village Workshop	5	20	25

Twenty-five participants, including five men and twenty women, attended the village follow-up workshop. The facilitators began the workshop by reminding the participants of the national and international conventions pertaining to child labor. They also reviewed what happened during their last visit. They then asked the participants what they had achieved in the last month. A participant mentioned that they had visited families in the village in order to raise awareness of child labor. The participants then discussed the prevalence of child labor present in the village and the role of the youth center in helping to prevent the number of working children. They mentioned literacy classes would be opened once the facilities are available. The facilitators explained the difference between a one-class school and a literacy class. One person was not convinced of the reasons why a child should not work full-time since it brings the family money. Potential income would be lost were the child to attend school and instead of working.

The facilitators mentioned to the ladies that a woman could learn to sew and educate others how to use the machines as a means of increasing their income. A participant who visited two families mentioned that the first had six children and none were literate, and the other had five girls who were illiterate and worked in agriculture and moreover their father was ill. Most people appeared to want their children to be educated and to not have to work, but unfortunately it usually costs them a portion of their household income, which in some families is a great sacrifice. The facilitators reminded the participants that although the Solidarity Center does not provide loans, by working together the residents can find money to assist the two families with a project. The villagers want to open a nursery in the school and plan on asking the proper authorities the procedures that must be followed. The participants then decided upon setting the goals for the next month. They will visit more families and collect more information, prepare for the literacy classes and one-class school by obtaining the names of the children that they plan on teaching, and lastly try to find more information on how to proceed in establishing a nursery school.

Dates	Place	Description	Men	Women	Total
Sept. 14	El Asloug, Sharkeya,	Village Workshop	4	18	22

The workshop hosted by the agricultural union was opened in the child library of the village. It was determined that in El Aslougry most of the child labor takes place either in workshops or in the agricultural sector. A summer class was established for students who need help in order to catch up the next school year. Within the village there is a school that accommodates the following classes: three primary, a preparatory, a secondary, a commerce secondary, a workers' training class, two Azhar primary, a preparatory and an Azhar secondary. Approximately 3,000 students finished their basic education. A one-class school has also been built near one of the schools. They also made the participants aware of the national and international convention pertaining to child labor.

Mr. Fekry facilitated the strategic planning session beginning with a practical vision. He also mentioned that a family's economic level is not the sole factor determining child labor. The vision included eliminating child labor and illiteracy, developing the village, the role of women, establishing easy loans, and reducing environmental degradation. The constraints included the large size of families that have to be supported, the prevalence of broken homes, the lack of awareness of the importance of the obtaining an education, and that organizations and families tend to not cooperate. Students often drop out of school since their parents tend not encourage them to go to class.

The participants devised a plan of action and decided upon the creation a strong child labor committee (CLC), increasing awareness of the CLC and the prevalence of child labor and in addition, conducting studies in order to determine the number of working children and the factors contributing to that phenomenon. The efforts of the residents of El Aslougry and the union appear to be determined to educate their youth.

Dates	Place	Description	Men	Women	Total
Sept. 15	Mit Zafer, Sharkeya	Village Workshop	15	17	32

The population of the village of Mit Zafer is approximately 1,000, and the illiteracy rate is twenty percent. The workshop began with an introduction by the facilitators, Mr. Mohamed Fekry, Child Labor Officer and Mr. Ahmed Omar, Program Officer representing the Solidarity Center. They spoke on the collaboration that is taking place between the Solidarity Center and the Egyptian Trade Union Federation (ETUF). They also made the participants more aware of the national and international conventions pertaining to child labor, such as the International Labor Organization's (ILO) Convention 182. They delineated the difference between child labor and child work, mentioning that the latter is a usually a voluntary decision to work.

The participants were then asked, "What were the factors contributing to child labor?" Most mentioned the economic level of the family; however they were also made aware that education and a lack of awareness of the problem should not be omitted from being factors. One of the participants spoke about the work that the government is doing to raise awareness about child labor in Egypt. The majority of the participants mentioned that although they have worst forms in their village, it is not as bad as other areas. Before beginning the strategic planning session, Mr. Omar made the participants aware that they must give a realistic vision, constraints and a plan of action in order to achieve success in combating child labor.

The participants began by laying out their vision which included taking working children out of the worst forms; thereafter encouraging them to pursue an education and including their parents in the process. A further goal was increasing the sanitation in the village, setting up a sanitary house (basically a medical clinic on a small scale) and lastly encouraging all groups fighting to combat child labor to cooperate. The constraints included lack of awareness of the importance of obtaining an education, the low level of illiteracy, the large size of families, and the unsanitary environment, which exposes working children to contaminants. The participants then laid out a one-year plan and mentioned that creating a child labor committee (CLC) is imperative and they must increase awareness of not only the efforts of the CLC, but also of the prevalence of the child labor in the village. A further plan is to conduct studies within the village in order to determine which families have working children and the contributing factors.

Mit Zafer residents have determined that not only economic level can make students drop out but the quality of teachers can determine whether a child decides to stay in school or drop out. The villagers conducted a study of the drop out rate and determined the following: from ages six to nine, ten children dropped out and from ages of nine to fourteen, seventy left school. The goal of the CLC is to make residents aware that as food is the substance of life, education is the food for the brain and a healthy vibrant youth is key to posterity.

Dates		Place	Description	Men	Women	Total
1.	Sept. 18	Abiss 7, Alexandria	Village Follow- up	1	14	15
2.	Sept. 21	Agameen, Fayoum	Village Follow- up	6	17	23

The facilitators for both follow-up workshops were: Mr. Mohammed Fekry, Child Labor Officer and Mr. Ahmed Omar Program Officer of the Solidarity Center. They visited two villages, Abiss 7, in the Alexandria Governorate and Agameen in Fayoum Governorate. Within both villages most of the child labor takes place in the agricultural sector. Interestingly in Abiss, they mentioned negligence as a factor contributing to child labor. Another common concern is the need for families to increase their income, in order to decrease the child labor and will therefore be able to attend school. The solution is generally producing small projects in one’s household, such as preserves or dairy by-products. Although, the facilitators had already been to Alexandria, this was their first time to visit the village of Abiss 7. According to the Abiss village committee a sewing school was set up to assist families to earn more income. Two schools have been established, preparatory and a primary. There is also a literacy class, but it takes place at a person’s home (which makes the students less comfortable).

They devised a 90-day plan and mentioned the need to continue to reach out to the families in order to increase their awareness of the village committee and child labor, foster a stronger relationship with the governorate committee, and increase awareness among all villagers. A number of children have left school because of unqualified teachers; the matter will be discussed with the governorate committee and the persons in charge of education at the governorate level. In Agameen, eight literacy classes have been opened with an average of sixteen students in each, the agricultural engineer has paid a visit to the village and several families are selling jams, soap and shampoo in the village. Some members of the village are afraid of the Ministry of Health,

and are thinking that they should be getting licenses since they are producing perishables and selling them. The three villages in the Fayoum Governorate: El Elam, El Hamedeya and Dessia are networking in order to share information, ideas and markets.

	Dates	Place	Description	Men	Women	Total
1.	Sept. 19	Abiss 8, Alex.	Village Workshop	1	24	25
2.	Sept. 22	Abnahs, El Menufeya	Village Workshop	14	0	14
3.	Sept. 24	Basaysa, Sharkeya	Village Workshop	12	18	30

The facilitators for all three strategic planning workshops were Mr. Mohammed Fekry, Child Labor Officer and Mr. Ahmed Omar Program Officer of the Solidarity Center. In the last two villages, Mr. Sobhi an Egyptian Trade Union Federation (ETUF) representative (responsible for the Menufeya Governorate committee) joined as a facilitator. They visited three governorates: Alexandria, El Menufeya and Sharkeya, and their respective villages: Abiss 8, Abnahs and Basaysa. The workshops generally begin with an introduction of the Solidarity Center, ETUF and the International Labor Organization (ILO), followed by a brief summary of national and international conventions related to child labor. The participants were then encouraged to brainstorm on factors contributing to the phenomenon of child labor. The facilitators subsequently introduced factors contributing to the problem and explained the differences between child labor and child work. They subsequently began the strategic planning consisting of the vision, constraints, and a plan of action generally ranging from three to six months.

In Abiss 8, the participants were aware of the importance of obtaining an education and acknowledge that children generally have to take private lessons in order improve their chances of academic success. Within Abiss, the vision was the further development of education and health care, provision of a nursery for the younger children, creation of literacy classes and a vocational school, and the provision of more infrastructures, such as a drain and paving some of the roads. The constraints included the lack of concern in education and health, non-functional youth organizations, lack of economic development, increasing unemployment, and lack of proactive of youth organizations. They then devised a plan stating the formation of a Child Labor Committee in the village, conducting visits to families where they will raise awareness about the committee and child labor, assisting the families with finding solutions, and conducting literacy classes in the village.

An overwhelming concern among residents of Abnahs was the lack of sanitation in the village (contributing to children becoming more likely to be contaminated while working). The visions included lighting the soccer playground, providing more sanitation, beautification such as garbage collecting, providing water and electricity to villagers, planting trees, build a recreation outlet for the youth, increasing the income of families that have to resort to child labor, and creating a maternity and childhood library. They then addressed the constraints and mentioned the lack of funding, ingrained traditions, the lack of concern for the prevalence of illiteracy, the loss of a father (who is generally the primary wage earner), and lack of qualified teachers. They then devised a 90-day plan consisting of forming the child labor committee among concerned members of the community, conducting a study in order to become more familiar with the

problems of the village, looking for solutions by working in conjunction with the governorate committee, and continuing to create awareness of eliminating illiteracy (through opening the illiteracy classes) and child labor.

The workshop in Basaysa took place at the Dr. Salah Arefa Center. The center built by a former professor of the American University in Cairo (AUC) has classrooms, a computer center, a library, a nursery, a sewing center, and a training center (a workshop – metal, wood) for children over fourteen. The center provides needed services to residents, although more trainers are needed. The vision includes establishing a primary school and a one-class school, providing transportation to the schools, establishing a youth and women’s club, a sanitary house, increasing the economic level of families, and setting up a post office. The constraints were the lack of funding, ingrained traditions, the lack of transportation, unemployment, the lack of sanitation, the large number size of families, and the lack of communication between the village and the governorate. The 90-day strategy included creating a child labor committee, determining what are the reasons causing child labor in the village, creating more awareness of child labor and the committee, setting up illiteracy classes and the one-class school and working with the governorate committee in order to set up the sanitary house, the primary school, and the training center.

Dates		Place	Description	Men	Women	Total
1.	Jan. 11	Berket El Sabae, Menufeya	Village Workshop	22	30	52
2.	Jan. 14	Aflaka-Sekenida, Behera	Village Workshop	2	8	10
3.	Jan. 16	El Roda, Menufeya	Village Workshop	16	25	41

The facilitators generally begin the workshop by giving a brief history of the SC/ETUF affiliation in the fight against child labor. The participants are informed of the international conventions that surround the issue of child labor, such as the ILO’s Convention 182. They then explained the importance of the village child labor committee (CLCs) since they are the link between the organizations and the target group of working children and their families. The members of the CLC have a reputation within the village and know the needs of the village and with the help of the governorate committee and the SC/ETUF they can attempt to solve the prevalence of child labor in the village. Through awareness raising, investigating the families that need assistance and determining which children are the most vulnerable the CLC plays an important role. Prior to beginning the strategic planning process, the facilitators explained the difference between child labor and child work and the social, political and cultural impact of child labor. They asked the participants what are some of the factors leading to child labor some mentioned household income or the size of the family. The facilitators mentioned that the goal is to eliminate the cases of the worst forms of child labor for in doing so they can improve the social and cultural development of the village. They furthermore informed the participants of the network of the fight against child labor beginning at the village committee level (CLC) to the governorate committee and finally to the SC/ETUF. They then proceeded to explain the strategic planning methodology. Berket El Sabae, Aflaka, Sekenida and Khademia are three new target villages.

1. Berket El Sabaee, Menufeya

Once the facilitators explained the differences between child labor and child work, the international and national conventions surrounding child labor, the societal, political and cultural implications of the issue and the strategic planning process; the participants proposed their vision, constraints and plan. The vision includes: a) eliminate the prevalence of the worst forms of child labor, b) eliminate illiteracy, c) establish small projects for poor families, d) introduce family planning, e) to decrease unemployment. The constraints include: a) the lack of awareness, b) the prevalence of strong traditions. The three-month plan included: a) to establish the village committee, b) increase awareness, c) conduct an investigation of the neediest families and determine the best way to solve their problem, d) promote the village child labor committee (CLC).

2. Aflaka-Sekenida, Behera

A participant mentioned that there is a training center with about 60 trainees and that the social association is assisting in the effort to eliminate the worst form of child labor.

They are planning to initiate a literacy class. Participants discussed the importance of pursuing an education, the role of the family in this endeavor including the educators who should follow up the progress of their pupils. The facilitators reminded the participants that environmental development is important and that a committee is going to raise awareness among residents of the problem in addition to educating them about the worst forms of child labor. The participants then began to list their vision: a) raising awareness within the village of the issue of child labor, b) establish a training center in the village, c) helping families to increase their income in order to take their children out of the workforce, and d) decreasing the rate of unemployment. The CLC found the lack of awareness on many issues ranging from issues surround child labor to education and hygiene to be the greatest constraint. Their plan included the following: a) inquiring at the ministry whether they can obtain trainees, b) to establish a nursery, c) to build a library where children and adults, d) to establish a committee within six weeks, and e) to continue to conduct research within the village in order to determine which children and families are most at risk.

3. El Roda, Menufeya

In El Roda participants are aware of the importance of the children in obtaining an education, although he may be a good worker, one's future is in education. The CLC has categorized the families into three groups: a) families who have already established additional income generating activities by selling goods in order to be able to educate their children, b) families who work (without additional means) and educate their children, c) families who have no additional income and must therefore put their children into the labor force. There are however children who are not convinced of the importance of obtaining an education. They notice that there are educated persons who are unable to find work or cases of uneducated persons who have been able to find jobs, therefore creating a dilemma. The CLC admits that there is more to be done in that case when it comes to raising awareness. The participants were then encouraged to propose a strategic plan. They mentioned the following vision: a) to identify the needy families and the children who are working in child labor, b) to open a training center for the uneducated children, c) to increase

awareness, d) to establish projects for the youth, and e) to conduct informational workshops. The constraints include: a) the lack of awareness of the impact of child labor and the importance of obtaining an education, and b) the strong traditional beliefs that are common in rural areas regarding the social roles of men and women. They then proposed their plan as follows: a) to create a village child labor committee (CLC), b) for the CLC to conduct awareness raising among residents of child labor and listen to the solutions proposed by families, and c) to determine which families need assistance and how many children are working, particularly in the worst forms.

The facilitators mentioned to the participants that the SC/ETUF child labor program began in September of 2000 in Fayoum, by utilizing past experiences in East Africa. The project has thus far demonstrated successes and poorer members of different communities in different Egyptian governorates have learned to empower themselves and children have been taken out of child labor. Due to the success of the current four villages in Menufeya, SC/ETUF decided to open two new target villages. The program has expanded and is now prevalent in four new governorates. The Menufeya governorate has demonstrated the strongest desire to combat child labor. As one of the facilitators mentioned “the SC/ETUF project is not a dream, but has a strong mission and other areas can experience some of the same successes as Fayoum.” Another mentioned that more organizations based in Egypt are taking a closer look at the issue and are trying to eliminate the worst forms. Through follow-ups the facilitators will check on the progress of the new villages. Invariably, all three villages are hoping to achieve the following objectives: a) reduce child labor and its abuses, especially in the agricultural sector, b) send children to school instead of working, which can be achieved through income generating activities, c) increase awareness of the prevalence of child labor in the villages, and create village Child Labor Committees (CLCs) which will invariably lead to a better understanding among residents of the social problems stemming from child labor.

	Dates	Place	Description	Men	Women	Total
1.	Jan. 29	Sharkeya Governorate	Village Follow-up	9	18	27
2.	Jan. 30	Sharkeya Governorate	Village Follow-up	19	20	39
3.	Feb. 1	Eshaka, Kafr El Sheikh	Village Follow-up	1	10	11
4.	Feb. 3	Dessia, Fayoum	Village Follow-up	3	20	23
5.	Feb. 3	El Agameen, Fayoum	Village Follow-up	3	21	24
6	Feb. 4	Deberky, Menufeya	Village Follow-up	14	22	36

The six aforementioned child labor follow-up workshops were held in collaboration between SC/ETUF. They were a follow-up to a governorate workshop that was held from January 26-28. The governorate workshop was conducted in order for the members of the various village child labor committees (CLC) to gather and share information, as well as to provide a plan of events that are to be completed within a certain period of time. The purpose of a follow-up workshop is to verify the progress that has been made in each village where the child labor program is being conducted. During the follow-up the facilitators remind the CLC of how important the fight against child labor is since it permeates through all levels of society politically, socially economically and culturally. They also explained to the participants the importance of a trade union involvement and the raising awareness among residents of personal and communal health,

education and religious convictions. All six were conducted in a similar basic fashion, however not all the outcomes were similar.

1. Sharkeya governorate

Members of the CLCs in the five target villages in the Sharkeya governorate: Sheba, Nekereya, Bassaysa, Mit Zafer and El Aslougny met and discussed the agenda for the next day. In February 8th a celebration was to take place and each of Sharkeya's five villages will present a progress report on their successes in the field to representatives of the ETUF and Solidarity Center. They reviewed the February program that included: a workshop, presentations and a party. They also discussed the probable conference with Mrs. Mubarak in March regarding child labor. The goal is that someday products will no longer be made with child labor. The following day was dedicated to presenting progress reports.

2. Sharkeya governorate

The head of the village child labor committee (CLC) spoke on the progress that has been made in the different villages. A representative from Bassaysa mentioned that it is important for the community to come together in order to solve their problems and not only depend on outside help. He also addressed the need to clean-up effort taking place in the village. A participant mentioned the women's club's role in helping women in the village. Young women are given tips on sewing, looking for jobs and are given a greater sense of self-esteem. The young women are encouraged to attend literacy classes, and are given free tutoring in order to catch up with their male counterparts. The CLC is increasing awareness of the prevalence of not only child labor, but of drug addiction as well. The CLC established a workshop/training course for families that are coping with child labor. In Sheba the CLC opened literacy classes, and they plan on opening a center where women can learn to sew. In both Sheba and Nekereya, CLC needs to conduct more research into the families that are need of assistance and try to return working children back to school.

3. Eshaka, Kafr El Sheikh

The CLC has determined that there is still a lack of awareness among the residents. Women are now going down to the village in order to determine which families need help, since it is harder for men to do so. They cannot easily enter a home and speak to a woman due to cultural restrictions on male and female interaction. Three literacy classes will begin in March. The facilitators reminded the participants that all reports must be documented and families must be selected it cannot be random. The families that are selected must have working children and they do not have to only be exposed to the worst forms.

4. Dessia, Fayoum.

The CLC has selected 120 families who will be given a loan by the agricultural union in order to increase the household income. However, prior to receiving the money families must undergo a training course, where the agricultural engineer will instruct them on the methods of raising fowl or other animals. In Alexandria, loan recipients who did not know how to raise a sensitive duck specie, lost all their investment when they all died. As a result recipients are now encouraged to take this class prior to receiving a loan. They still need to determine the details of the course,

who will conduct it, where will it be held, who are the participants and what are the materials that are needed?

5. El Agameen, Fayoum

As in Dessia, residents in El Agameen will also have to take a training course and have to determine the specificities of the meeting. Residents are already making soap and it has helped some of the families. The details of the new training course will be discussed with the coming week.

6. Deberky, Menufeya

Residents who are making preserves are waiting for permission from the Ministry of Agriculture before selling their products to the public. At the moment they can only sell them to friends and relatives. A facilitator mentioned to the participants that they could consider raising rabbits as in Sharkeya. They also were informed of the Abu Sultan governorate workshop where all the governorates gathered and gave progress reports.

The facilitators mentioned to the participants that the SC/ETUF child labor program began in September of 2000 in Fayoum, by utilizing past experiences in East Africa. The project has thus far demonstrated successes, and poorer members of different communities in different Egyptian governorates have learned to empower themselves and children have been taken out of child labor. As the facilitator mentioned “the SC/ETUF project is not a dream, but has a strong mission and other areas can experience some of the same successes as Fayoum.” A facilitator mentioned that more organizations based in Egypt are taking a closer look at the issue and are trying to eliminate the worst forms. All six villages are hoping to achieve the following objectives: a) reduce child labor and its abuses, especially in the agricultural sector, b) send children to school instead of working, which can be achieved through income generating activities, c) increase awareness of the prevalence of child labor in the villages, and create village Child Labor Committees (CLCs) which will invariably lead to a better understanding among residents of the social problems stemming from child labor.

	Dates	Place	Description	Men	Women	Total
1.	March 9	Cairo	Village Workshop	16	17	33
2.	March 16	Abnajs, Menufeya	Village Workshop	20	17 +5 children	42
3.	March 19	Cairo Agricultural Union	Village Workshop	28	45	73
4.	March 23	Bany Sheble, Sharkeya	Village Workshop	26	6	32
5.	March 24	Berket El Sabaa, Menufeya	Village Workshop	10	21	31

1. Cairo

Thirty three members of child labor committees (CLC) from ten governorates: Menufeya, Fayoum, Sharkeya, Alexandria, Behera, Kafr El Sheikh, Domietta, Kena, Beny Sweif and Aswan attended the training of trainers workshop held at the Workers’ University. Participants from: Aswan, Kena, Beny Sweif and Domiat were attending a Training of Trainers workshop for the first time. The participants were objectives of the workshop: a) to train participants to be facilitators, b) to devise a time frame for March, April and May, c) to be introduced to the

International Labor Organization's (ILO) Core Labor Standards, and d) to list their achievement to be reached at the conference with the First Lady of Egypt, Mrs. Suzanne Mubarak. The main purpose was to train the members of the CLCs to be facilitators and continue the quest to end the worst forms of child labor. The sessions addressed the ILO standards, the "environment scanning" (define problems facing specific geographical areas), and the role of the facilitator and methodology of facilitating. Participants also inquired what role NGOs play and whether unionists can network with them. The participants were then divided into groups and were given ten minutes to prepare for a presentation delineating the "environment scanning". During evening the participants met once again and devised a time frame for the next three months and coordinated future visits with the Solidarity Center. The following day each individual was given time to present the information that they had worked on the night before. Groups were divided into: external environment, internal environment and strategic direction. The external environment included: political, social, economic, education, development and technological factors, the internal included??? The participants acknowledged that decisions and laws that are passed in the People's Assembly could be beneficial vis-à-vis child labor. Additionally, the Egyptian economy can be negatively affected by child labor, as in the case of a jasmine shipment that was returned by the manufacturer. Through education through the media people will become more aware of the socio-economic predicaments associated with child labor. Technology is a further aspect that can negatively and positively impact child labor, increased mechanization can reduce the incidences of child labor, can be physically hazardous (loosing limbs) and can increase unemployment. At the conclusion of the workshop the participants mentioned that they were pleased with the information that they had learned and were reminded of the 19 March meeting with the Agricultural Union where loans will be given to selected families and the following governorates: Sharkeya, Menufeya, Fayoum, Kafr El Sheikh and Alexandria.

2. Abnahs, Menufeya

Five children including the governorate CLC attended the workshop at the youth club. The participants discussed the upcoming conference with the First Lady at the end of March and the benefits and exposure that would be beneficial to the child labor program will benefit from (which has been postponed). They also discussed the March 19th meeting with the Agricultural Union. The union will be allocating loans to approximately 30 families from five governorates, which is five to six per governorate. The main purpose of the meeting/follow-up was to make sure that the CLC was prepared for the meeting with the Agricultural Union and that the selected families are ready with their documents and the projects for which they will need funding. The local federation of Menufeya has promised to bring machines for the training course that will be held in the governorate. They will also get signatures for the people who will attend the March 19th meeting. Participants inquired what role the Solidarity Center plays in the fight against child labor, whereupon the facilitators mentioned that the CLCs must take responsibility in facilitating, raising awareness and must take the initiative to find solutions to their problems. They discussed the best means of raising awareness in their villages and concluded that the youth club would be an appropriate location to conduct such endeavors.

3. Cairo

On March 19th five governorate CLCs gathered at the Workers' University in order to obtain loans from the Agricultural Union. Among them were thirty families from Sharkeya, Alexandria, Menufeya, Kafr El Sheikh and Fayoum who received LE 1,000 (per family) in order to increase

their household income. These individuals represent the most needy individuals whose children are working in the agricultural sector. The head of the union mentioned that there are specific projects that the money will be allocated to. The families presented their proposals for using the money to the heads of Agricultural Union and Federal Union. The families proposed raising sheep, lamb, chicken, mushrooms and sewing machines to make clothes. The head of the union mentioned that he would establish an association that the CLC members can join that will oversee the spending of the money, the progress of the projects and aid in the marketing of the products. Prior to concluding the event the participants discussed the impending war on Iraq and mentioned that as Egyptian citizens they thoroughly oppose the war. The Solidarity Center representative stated that the American Federation of Labor - Congress of Industrial Organizations (AFL-CIO) is opposed to the war, but supports the troops who are being sent to the war, because they are the children of working men and women of the United States.

4. Bany Sheble, Sharkeya

The village workshop was held at the community service organization in Bany Sheble. Members of the governorate CLC attended the workshop along with CLC members from the newer villages in the Sharkeya governorate, Sheba and Nakareya. The participants were introduced to the terminology and the national and international laws surrounding the issue of child labor, such as International Labor Convention (ILO) No. 182. They were given a brief history of the collaborative efforts of SC/ETUF and the purpose of the two and half year old child labor project. Not only were they informed of the harmful effects that face working children, be they, physical or psychological, but also the impact of child labor on the national economy by citing the shipment of jasmine that was returned by the manufacturers due to child labor. They were then informed of the progress that has been achieved in the project since September 2000, and that the project has now expanded to nine governorates. In Sharkey SC/ETUF is currently working in five villages, Bany Sheble will be the sixth.

Bany Sheble was chosen due to the relatively high percentage of children who are not going to school and are therefore working in the fields. Twenty percent of the children are working in a village of a total population of 5,000. The participants were motivated and know their problems and how to solve them. A teacher mentioned that there are no literacy classes in the village and “that is our fault as teachers”. The participants were then introduced to the concept of strategic planning. A solution proposed was for the CLC to purchase ten fedans in the Eastern desert at approximately LE 2,000 (\$350.00) each and the profits could be used to fund the education and other expenses of the most needy families that have been selected. However they first need to approach the local federation in order to obtain the funding. Fedans have been allocated in the Western Desert and there is now availability in the East, which is approximately five hours away by road. The head of the governorate CLC decided it would be best to revisit them in two weeks. Participants will be more motivated since they know that someone cares about them and will be more likely to fulfill their action plan. The villagers were encouraged since they realize that they cannot solve their problems, in one day. Within the next two weeks they plan on conducting research in the village and determine which families have working children and need assistance. The village workshop brought together not only older members of the society, but furthermore included the youth (older than 18) who were also concerned with child labor and the impact that it has on their society.

5. Berket El Sabaa, Menufeya

The village follow-up was held at the youth club of Berket El Sabaa. The participants were asked what progress they have made since the last meeting. The head of the village committee mentioned that they had established a village CLC and succeeded in reaching out to 15 working children who left school. A facilitator mentioned that the CLC could include more information regarding the family's economic status, since oftentimes household income is a contributing factor in child labor. The CLC succeeded in opening a literacy class with 20 persons, ten men and ten women. Residents have also been informed of the other issues related to child labor, such as smoking and drugs. The CLC is planning on opening two one-class schools for girls and boys (separately); they have the names of the children and have talked to their parents who are convinced that education is a positive aspect in their child's future. Convincing the parents was difficult since many are illiterate and unaware of the importance of obtaining an education, they have large families that need to be fed (from nine to ten children) or let their older children receive an education. The facilitators then reminded the participants of the progress that was made at the March 19th meeting with the head of the Agricultural Union and the rules regarding the allocation of loans. However, the facilitators advised the CLC that they should find other funding alternatives and not depend only on the Agricultural Union for loans. The village has a three-story building which could be used for several purposes: a sanitary house (clinic), a training center or as a location to hold academic classes. The head of the governorate CLC will assist them in completing the necessary papers; they have given the local federation the money for the funding. The facilitators were surprised to find that the issue of money was not the main concern of the participants and the CLC held 15 meetings since their last visit two months ago. The members were interested in visiting other CLCs in order to learn from their experience and see how they can adapt them into their village. Interestingly, the CLC mentioned a solution that had only been mentioned in one another village in Sharkeya governorate (Beny Sheble) the issue of appropriating fedans to the village.

	Dates	Place	Description	Men	Women	Total
1.	March 31	Eshaka, Kafr El Sheikh	Village Follow-up	5	5	10
2.	April 1	Roda, Menufeya	Village Follow-up	11	13	24
3.	April 2	Sheba, Sharkeya	Village Follow-up	10	30	40
4.	April 3	Cairo	Govt. Follow-up	20	40	60
5.	April 5	Governorate, Behera	Govt. Follow-up	2	11	13
6.	April 6	Governorate, Behera	Govt. Follow-up	3	9	12
7.	April 9	Abiss 7/7, Alexandria	Govt. Follow-up	6	32	38
8.	April 9	Abiss 8, Alexandria	Village Follow-up	6	19	25
9.	April 10	Governorate, Alexandria	Govt. Follow-up	5	8	13
10.	April 12	Khademia, Kafr El Sheikh	Village Follow-up	2	3	5
11.	April 13	Deberky & Bakhaty, Menufeya	Village Follow-up	0/10	1/27	1/37
12.	April 14	Mit Zafer, Sharkeya	Village Follow-up	10	27	37
13.	April 21	Sansaft, Menufeya	Village Follow-up	11	29	40
14.	April 22	Roda, Menufeya	Village Follow-up	13	9	22
15.	April 23	El Asloughy, Sharkeya	Village Follow-up	6	43	49

The following fifteen activities are village and governorate follow-ups that were conducted from March to April 2003.

1. Eshaka, Kafr El Sheikh

The village has a literacy class and the CLC is planning on opening a one-class school, they have the names for students who will attend two classes. The Ministry of Social Affairs has allocated LE700 to families for small projects. They reviewed the role and purpose of the ETUF/SC child labor project. The CLC was reminded that the aim of the SC is not give loans or grants, but that there are institutions in place: Agricultural Union and the Social Affairs Ministry to provide such assistance.

2. Roda, Menufeya

There is a lack of communication between the CLC, the governorate committee and the Local Federation. They have collected garbage

Conducted awareness, but will do it undercover because the residents of the village are weary of being asked questions, the majority of the working children are working in the agricultural sector.

3. Sheba, Sharkeya

This was the staff's second visit to the village, five women representing the six targeted villages in Sharkeya came to the workshop, they are making juices and jams are selling them to the local federations. A chicken income-generating project was begun in all four villages for a total of twelve families. Three families per village paid LE25 per hen in order to help them increase their income. The money was collected from the governorate committee and the women paid a tenth of the price. If each family has approximately five members, sixty people will benefit from the project and will invariably return to school. A one-class school will be built once they find the land, but a literacy class has been opened for 25 people. The Ministry of Social Affairs will allocate LE700 to families for small projects. The governorate committee could be more effective and productive. The village CLC is however finding its own solutions to the problem and is not expecting a handout, which is a positive aspect.

4. Cairo

The workshop was attended by representatives from ETUF – Aisha Abdel El Hady, SC, Minister for Manpower, National Council for Motherhood and Childhood (NCCM) General Secretary, Ambassador Moshera Khattab, the head of the Agricultural Union and members of the governorate CLCs. The purpose of the event was to encourage collaboration between the NCCM and ETUF/SC. The NCCM does not utilize a bottom-up approach, whereas the ETUF/SC programs are noted for applying such practices. As a SC staff member stated, NCCM is the body and ETUF is the hands. The goals of the ETUF/SC child labor project complement the objectives of NCCM among them include, girl's education, issues surrounding the issue of population, family income-generating projects, working with Agricultural Union to make loans more accessible and education. Establishing relations between ETUF/SC and NCCM will be a positive

step in the fight to eliminate child labor in Egypt and improve the lives of working men, women and particularly children.

5 & 6. Governorate, Behera (2 days were combined)

Three new members have joined the governorate CLC, two women and a man. One of the women works for the governor's office and is the head of adult education in Behera. SC staff discussed the positive aspects of the work that was done by the Sharkeya governorate CLC that does not wait for loans, but instead takes its own initiative. The CLC has determined which families have working families and they have interviewed them. They are planning on establishing an NGO in the governorate to assist in the elimination of child labor. There is still more work to be done. The CLC needs to be more effective; they would rather wait for a loan from the agricultural union before taking any action. However, as aforementioned, a woman from the governor's office joined the governorate CLC and there is now hope that through her there will be more communication between the governor's office and the CLC committees, at the governorate level and the village level. Part of their plan includes: a) holding a monthly meeting with the governor, and b) providing the governor with a written report of the achievements of the project and whatever else would interest the governor. Only the Sharkeya governorate at the moment is offering the governor's office with a monthly report.

7 - 9. Abiss 7/7, Abiss 8 & Governorate meeting, Alexandria (2 villages and a governorate meeting)

Within the two established ETUF/SC child labor project villages, there are on going problems. Families with working children were offered loans of LE1,000, but turned them down due to the 10% monthly payment of LE100 a month. The CLC in both villages have decided to no longer take the LE 20 allowance they received from SC but instead to buy materials and donate the money to families for small projects (in lieu of waiting for a grant from the Agricultural Unions). Identity cards will be made for women who wish to obtain loans. Four women have promised to take their children out of child labor. The SC staff proposes that the greatest impediment in the village is the prevalence of personal interest versus the will to do what is best for the community as a whole. As mentioned previously, the residents of these villages located on the periphery of the city of Alexandria (This would be considered as slums in other regions of the world) are populated by people who have migrated to the city for a better life. They therefore do not have a vested interest in their community as people in Sharkeya for example, who have been living together for generations. They are therefore inclined to allow their communities to decline in sanitation and other reasons. A female doctor has visits the village one a week to see the women which is a positive step in personal health for female residents. An overriding positive aspect for the four villages is the number of students who received a literacy certificate. Out of a total of 333: 196 passed: 40 men and 156 women. The success for the women, both young and older is paramount, equipped with a literacy certificate they can obtain identity cards and become more active and respected in their communities and encourage their children to follow in step. At the governorate workshop there is a desire to increase communication between the different entities working to end child labor in the area: the shrook committee (health based i.e. establishing mini clinics – called sanitary houses), the local federation the governorate and villages CLCs, NGOs, schools, community development organizations and the governors' office. The SC staff left the Alexandria governorate feeling more hopeful than they have in quite some time. Teamwork, not

pursuit of personal interests seems to be the new overarching theme for the Alexandria committee.

10. Khademia, Kafr El Sheikh

By their second visit, SC staff was aware that within Khademia cooperation is an important factor among residents. This was their third visit to Khademia. Two literacy classes have been opened. Within the village there is a center assisting handicapped children and adults and that is where they have opened one of the literacy classes. Families receive LE 75 per month for food, with the assistance of a local NGO. Ten families with working children were provided with LE 400. Khademia sets a precedent for the rest of the targeted villages in Kafr El Sheikh, they work as a team and residents care about educating the next generation. According to sources given to SC staff, two percent of children are out of school.

11. Deberky & Bakhaty, Menufeya (2 villages)

The CLC in Deberky is unfortunately a one-woman job. She is a young lawyer and is doing all the work herself. She opened four literacy classes and within the village there are 12-15 sewing machines that are not being used and she is going to approach the necessary authorities in order to get them functioning. As in Alexandria and Sharkeya, Menufeya CLC members also receive LE 20 and they have also decided to give money to families. In Bakhaty, the CLC has conducted awareness meetings with families, on child labor, health issues, on religious obligations to the poor and on the role of women. The head of the local federation in Menufeya is from Bahkaty, which is a bonus for them; in case the CLC needs leverage in support for some work that needs to be done. The CLC collected money and bought clothes for thirty-five children and paid school fees for fifteen. In the two literacy classes forty of the fifty children passed the literacy exam, they have begun with a new set of children, including those who did not pass. The CLC held awareness workshops on: health, population, family planning and other issues and invited individuals in the area who are knowledgeable on such issues. Families with working children attended the workshop. The committee provided LE 50-60 monthly payments to fifty women in the village and provided fifty women with identity cards at the cost of LE 15 each. The Islamic Committee in the village assisted 18 families with small projects by allocating loans from LE 150-600. With one of these loans a family makes preserves to sell in the village.

The plan for the two villages includes the following: a) Deberky will work on establishing a stronger CLC, by finding more dedicated individuals; and b) they will send joint letters to authorities signed by the CLCs of Deberky and Bakhaty – Bakhaty already sends papers signed by the CLC of Bakhaty.

12. Mit Zafer, Sharkeya

Sharkeya is the quintessential success story in the ETUF/SC child labor project. Many of the children who have been returned to school come from Sharkeya and one woman in particular; Mrs. Samia has single-handedly returned approximately 70 children to school. According to SC staff she is loved by all, she is a positive influence on the CLC and keeps the members energized and is moreover from one of the villages and therefore knows how to relate to families. The Sharkeya success is: team work, dedication, close communication among village and

governorate CLCs and the governor's office and working closely with the Social Affairs Ministry (who allocate money to needy families through grants). Mit Zafer is one of the four targeted villages in the Sharkeya governorate. Residents in the village donated land that could be used for raising cows (they have five now and plan on increasing the number to ten cows), sheep, ducks, chicken and raising crops that could be sold and the money given to needy families – three fedans are being raised for raising the crops. They have divided shares among fifteen families, at a low cost. The main road has been tarred and expanded and the sewage system has been covered, this all cost approximately LE 80,000. Teachers provide financially disadvantaged children with private lessons at LE 2-3 per child (normally the cost is LE30-50) who are attending regular school in order to provide them to continue with their education. Despite the progress, there are still obstacles to be overcome, children still however still work as blacksmiths or in carpet factories or in the agricultural sector. However, a man who owns a carpet factory helps train older children and adults that he can then purchase from them. Two women in the village received LE 300 and they are following-up to see how they are proceeding. Interestingly, there is a committee that helps families of prisoners by providing them with financial and other support, since the family would lose the primary breadwinner either temporarily or permanently. The CLC is working with this committee. Mit Zafer has blossomed within the last year, as has the rest of the Sharkeya governorate. According to SC staff, the residents are trying to improve their village, make people more productive and are the different CLCs of Sharkeya are communicating.

13 & 14. Sansaft & Roda, Menufeya

In Sansaft the CLC has conducted awareness meetings along with religious authorities, the local doctor and the family organization committee. Wealthy benefactors in the village donated LE 200- 300 to families for projects. Youth have been included in the CLC and they are currently renting a location to hold their literacy classes. In Roda, the CLC visited 50 families with working children and have collected the necessary information. They have obtained money from the Ministry of Social Affairs that provides funding to needy families. The sum can vary between LE 500 – 20,000. They are going to obtain more information. Five families were assisted in order for their children to go back to and remain in school. Four women and young woman (over 18) opened a kiosk where they can sell items made by or grown by local families with working children. They have met with the local federation that is a positive step, since that is the local representative of the Agricultural Union. The CLC is becoming stronger and is learning to communicate more effectively.

15. El Asloug, Sharkeya

Although the governorate CLC thought that the SC staff was arriving the next day, there were no mishaps, because Sharkeya is organized (the same incident occurred sometime ago in Fayoum and the SC staff was sent back to Cairo and were told to come back at a later date). They went to the local school, where talked to the local children and teachers. Dr. Hassan and Mrs. Samia members of the governorate CLC are effective organizers, 35 to 36 people met SC staff at the school on a short notice. The Doctor discussed the recent SARS virus and that although the chance of it reaching the village is infinitesimal, children should nevertheless be aware of their health and how to protect themselves. The Doctor has conducted numerous awareness workshops and meetings with families in the Sharkeya governorate. The children were present at

the workshop, since it was held at the school. The governorate CLC in Sharkeya is aware of the benefits needy families can obtain from the Social Affairs Ministry and are keen on making the financial assistance available to families. Members of other governorate CLCs and local federations are going to be visiting Sharkeya within the next few weeks in order to learn, understand and better appreciate the benefits of team work and most importantly concern for working children.

Dates		Place	Description	Men	Women	Total
1.	March 30	El Ashraf El Kableya, Kena	Village Workshop	25	37	62
2.	April 7	Abiss 8/8, Alexandria	Village Workshop	4	19	23
3.	April 8	Abiss 8/10 Alexandria	Village Workshop	1	46	47
4.	April 15	Kafte El Zafereya, Kena	Village Workshop	7	4	13

The following three workshops are new village workshops that were held from March to April 2003. For all three new village workshops, the SC staff reviewed ILO Conventions 182 and other national and international laws protecting children and the purpose of the ETUF/SC child labor project in Egypt.

1. El Ashraf El Kableya, Kena

This was the Solidarity Center child labor staff’s first visit to this village. Unlike in major cities where men and women are able to mingle freely, in this particular village, for the first time they remarked that two different workshops had to be conducted – one for men and another for women. They were astonished to find all the women were not only seated on the floor, but were completely veiled. Although the women want to educate their children, particularly their daughters, within the structure of the village, boys are held in higher regard to girls. Although, the women care about their children however within this situation, ingrained traditions, illiteracy and poverty are primary factors causing not only child labor, but furthermore a alternative perception of gender roles where, men work and women stay home to cook and clean. Women realize that it will be difficult for them to put into practice solutions that have been proposed and implemented by CLCs in other governorates, since it will be difficult to obtain their husband’s approval. During the workshop with the male participants, the facilitators experienced cultural miscommunication. In lieu of speaking on a normal tone, they shouted, threw items such as books onto the table, and pointed their fingers at the facilitators. There is a lack of awareness of the importance of educating young women and there are no literacy classes in the village. The CLC along with the governorate committee will conduct awareness workshops for the residents of the village regarding these issues.

2. Abiss 8/8 & Abiss 8/10, Alexandria (2 villages)

As the other Abiss villages, these villages are situated on the outskirts of Alexandria. They are quite simply put areas populated by residents who come from different parts of Egypt. The residents tend to not care for their community, as one would expect from resident of a village who have lived there for generations. Within Abiss 8/8, there is a lack of awareness of the

prevalence of child labor among the residents. However, in Abiss 8/10, a CLC has been created; they conducted meetings and visited families with working children within the village. They have opened a literacy class. There is a dialogue and communication between the new CLC and the religious authorities in the village. According a member of the SC staff, in Islam, when one is judged, one's interpersonal relations constitute greater than other aspects of the religion. According to the SC staff, the head of the CLC is well respected and, appears to be dedicated and believes in the benefits of the ETUF/SC child labor project. They have adult literacy classes and women are willing to take sewing classes. A woman in the village who makes clothes will assist in this endeavor. This village is a surprise, as most of them have been less determined and convinced of the benefits of taking children out of child labor and the value of education. There is a good working relationship among the governorate CLC, the village CLC and residents. Of the two new villages, and the other established child labor project villages, Abiss 8/10 shows the most promise.

3. Kafte El Zafereya, Kena

Unlike their experience at the first village in Kena, the SC staff found this visit to be drastically different. This group was more receptive, aware and prepared. Men and women sat together. The participants were made aware of the progress made in other Sharkeya. They expressed interest in seeing what progress has been made in Sharkeya. The residents are concerned for their sanitation and health; two men collect garbage at the cost of LE 2 per household. There is a women's club that helps poor families and has bought ducks and opened a literacy class and a one-class school. However, as other areas of Upper Egypt there is a large illiterate population. They are raising awareness about child labor and the importance of pursuing an education. Children in Kena, due to tourism, work in Arabesque shops where they make statues, and sell and make other products. There are literacy classes that have been opened and one-class schools, for boys and girls (not co-ed). The CLC will find 20 families with working children and will include necessary information regarding the families and what projects they will need. The CLC shows promise; it had already visited the families before hand and was prepared for SC staff.